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ABSTRACT

A follow-up study was conducted to discover the effect of the Career Education Project (CEP) on its clients and to discover perceptions held by former clients regarding their need for career guidance and counseling services. (CEP, a model program funded by the National Institute of Education, offered telephone counseling to home-based adults in Providence, Rhode Island.) Designed as an outcomes assessment, this study involved interviewing 400 randomly chosen clients from the 1,157 who were counseled between April, 1974, and March, 1975. It was found that the clients were predominantly (1) female, white, high school graduates, between twenty and thirty-four years of age, married, with one or two children at home, and with family incomes between $5,000 and $15,000; (2) unemployed although experienced in the labor market; (3) seeking career counseling for the first time; (4) satisfied with the service they received and with the telephone as a medium of communication (although most preferred face-to-face interaction); (5) most helped by counseling in the areas of self-exploration, goal setting, and career decision making; and (6) action-oriented, as they sought further education or jobs. CEP was considered a remarkable success as most clients were found to be currently employed, earning higher salaries, and more self-confident than before counseling. (The report also includes possible explanations for the project's success and extrapolates the successfulness of similar projects with other types of clients.) (ELG)

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Telephone Counseling for Home-Based Adults

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The College Board
and
Policy Studies in Education
A Division of the Academy for Educational Development

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The Future Directions for a Learning Society (FDLS) program is a major effort toward the realization of a learning society in the United States. The program focuses on improving access and transition for learners, which has been the Board's role in education for more than 75 years. By building on recent Board programs that have increasingly focused on adults, the program extends its historic role to include assistance to adult learners and to the diverse agencies, institutions, and organizations that provide learning opportunities for them.

Funded by the Exxon Education Foundation, FDLS develops consensus and support for strategies, services, and policies that can best meet current and projected needs of participants and providers in a learning society. To this end, the program solicits and relies on the participation of professional people in the field, public policymakers, and the larger community. A major purpose of the Exxon grant is to promote the mobilization of additional funds and other resources necessary for major initiatives in this developing field. The initial support covers the project's planning and management, the identification and design of service areas, the review and analysis of public policy, and publishing relevant materials.

The program will produce projections of future trends, information about the needs of learners and providers of educational opportunities and resources, policy recommendations, and services.

The program is engaged in finding better ways to gauge the needs of learners, in identifying the problems institutions face in meeting learners' needs, in strengthening learning opportunities, and in increasing public, professional, and political understanding of the field. A chief focus of the program is to demonstrate promising new approaches and specific services.

Publication of this report has been made possible by
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40 Million Americans in Career Transition: The Need for Information, prepared by the College Board and Policy Studies in Education and published in 1978, reports the detailed findings of a survey of the career transition needs of a representative sample of in-transition adults who were either undergoing or anticipating job or career changes. Survey interviews identified career and educational information needs, reasons for seeking change, and personal and demographic characteristics. This report may be ordered from College Board Publication Orders, Box 2815, Princeton, New Jersey 08541. The price is $4.50.

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Preface

The Learning Society is with us, if not in fact, then in the educational literature. There are many researchers and educational statesmen who posit lifelong learning as an integral part of a postindustrial society. The need for individual self-renewal, the requirement to upgrade oneself continually in a job or career with continually changing requirements, and just the sheer desire of a better educated society to seek pleasure and stimulation in learning have combined with increased leisure to create a self-generating learning force.

However, the mechanisms to facilitate the Learning Society are still in an embryonic state. How do people find out what educational services are available? Which educational situations will best suit particular learning styles? Which courses offer the greatest opportunities for career mobility? The Learning Society appears to be in need of "switching stations" to enable individuals to appraise their abilities and interests and ease the transition between vocational and/or avocational pursuits. It is in this area that this follow-up study of an innovative kind of career counseling may prove enlightening and helpful.

A Learning Society requires many transitions during various life stages, and if information, guidance, and education are to be viewed as the lubricants to a smooth and successful transition, then the role of counseling has to be expanded to reach all citizens. It is in this realm that we hope we have made some small contribution, for unless career counseling is made available to everyone, the Learning Society may be restricted to serving only better educated and middle-class Americans. Along with a lifelong learning policy must come a network of agencies and individuals which will "broker" a mutually beneficial relationship between <u>all</u> individuals and the educational experience.

S.A.
C.B.A.
F.A.S.
H.M.B.

Executive Summary

Telephone Counseling for Home-Based Adults highlights the findings of a follow-up study of 400 randomly selected former clients of the Career Education Project (CEP). CEP was an innovative program, funded by the National Institute of Education, which offered telephone counseling to home-based adults in Providence, Rhode Island. The purpose of the follow-up study was to discover the effect CEP had on its clients and to discover perceptions held by former clients regarding their need for career guidance and counseling services.

FINDINGS

CEP attracted and served clients who were predominantly female, white, and to 34 years of age. They were most likely to be married, with one or two children who lived at home, and with incomes falling in the $5,000-15,000 range. They were a diversified group in terms of educational attainment, though the typical client had completed twelfth grade. The few males using the service were single, under 30, and had incomes of less than $10,000 a year.

The clients whom CEP attracted and served were neither seasoned, experienced workers nor were they entering the work force for the first time. They had typically worked between two and 10 years and had been employed within the last five years. They had held their last jobs for three years or less, working in semiskilled or unskilled capacities. The salaries made at those jobs contributed about $5,000 or less to their total family incomes. On the whole, clients were unemployed at the time they contacted CEP.

The vast majority of clients were new to the business of seeking career-related assistance. Their reasons for approaching CEP at that particular

time were diverse. The vast majority of clients wanted help in resolving job-related concerns. Specifically, clients wanted to obtain jobs or make job or career decisions as a result of participating in CEP and saw information as being the means or form of help most desirable for achieving those goals.

CEP clients were overwhelmingly satisfied with the service they received, with their counselors, and with the telephone as a medium of communication. Clients felt that the project helped them to accomplish their goals, improve their situations, and develop more self-confidence. Only a small minority encountered problems or desired services that CEP was not designed to provide.

The type of counseling considered most valuable by the majority of clients was in the area of self-exploration, goal setting, and career decision making. The guidance and support offered by counselors in those areas and the printed materials mailed to clients were the most helpful elements of the project. Though all clients found CEP helpful, females who had achieved no more than a twelfth-grade education were those most satisfied. Also, clients who had had three or more interviews with a counselor were more satisfied than clients who had had only one or two interviews. About half would be willing to pay for the services they received, but only a few would pay more than $25.

Almost all CEP clients were action-oriented; they took steps either to look into additional education or to find jobs. Though more clients had approached CEP with job or career concerns, more left the project taking education or training action, and the less educated clients were more likely to take educationally directed steps. Clients took action quickly and were successful in finding jobs or enrolling in programs that they considered satisfying.

To find jobs, clients typically checked newspaper ads, filed applications, and went on job interviews. The educationally directed clients overwhelmingly made applications to schools. Job hunters relied heavily on personal motivation to keep them going; those pursuing additional education relied as much on CEP information as they did on their own personal motivation. Those clients who looked for jobs perceived their role as being more difficult than did those who looked into additional education. The main problem that job hunters faced was a lack of available jobs for which they were qualified. Only a minority of those pursuing education confronted problems,

and where problems existed they tended to be related to personal constraints such as money or child care.

Many clients sought jobs at the professional level, but ended up taking less skilled jobs because of financial necessity. Clients were most likely to take jobs at the same level of skill and professionalism as those previously held.

Four-year colleges or universities attracted more clients than did any other single type of institution. However, the greatest number of clients enrolled in vocational or technical courses or programs primarily at two-year colleges or vocational/technical schools.

The majority of clients are currently employed, earning higher salaries, and are more self-confident than they were previous to counseling. Only a small minority of clients continue to have problems such as child care and financial problems. Most clients have accomplished at least some of their goals and are more satisfied with their situations now than they were one or two years ago. Most clients achieved what they saw as being a satisfactory outcome 12 months after leaving the project.

One to two years subsequent to their contact with CEP, former clients of the project are still expressing a need for career-related help. However, clients' needs have changed in that the type of help most desired now is specific information relating to job availability rather than information to assist them in making job or career choices. Telephone counseling is felt to be an acceptable method by clients and is preferred to group procedures, self instruction, and media techniques. However, clients see direct, face-to-face interaction with another person (whether counselor, employer, or teacher) as being the most preferred method.

OBSERVATIONS

Overall Affirmative Response

The generally positive and upbeat response of the clients to CEP leads one naturally to the question of how a few telephone conversations with a CEP paraprofessional counselor could achieve such remarkable results. It is possible to interpret CEP's success as being simply a function of client self-selection. That is, those who needed, wanted, and liked the service sought it out, continued to use it, and were available for follow-up inter-

views; their testimony was of course favorable. In contrast, those who did not need the service did not did not try it or did not continue it and were not available for follow-up interviews; the negative testimony they might have given thus went unrecorded. It is equally logical to interpret CEP as a targeted service which reached its target population--"home-based" women who required an incentive to make the transition to work--and served that target population exceedingly well. Both interpretations arise from the same firm conclusions: CEP succeeded with those who used it.

There are several possible explanations, all reasonable and possibly all true:

1. The clients were volunteers who chose to use the service, paid nothing for it, and could cancel it with impunity. Thus anyone for whom it was not right could--and presumably did--drop out during the "intake" (registration) process, assuring a good match between what the service offered and the needs of those who used it.

2. Those who came to CEP for advice had already decided to make the transition from home to work: many were on the move before they first telephoned for counseling. Thus CEP did not have the difficult job of persuading the reluctant to go to work; it had the easier task of encouraging those who were ready and had begun moving into the labor market.

3. Most who used the service were familiar with what it meant to work: they were re-entering a familiar world rather than approaching an unfamiliar one.

4. The paraprofessional counselors matched the clients in educational, socioeconomic, employment, and personal characteristics. This made it easy for clients to talk with the counselors and to trust their advice.

5. The tendency of CEP to guide clients toward further education rather than toward specific jobs fit both the needs and circumstances of those clients who used the service:

   a. 57 percent of the clients who sought more schooling had a high school education or less and presumably needed more in order to get jobs.
   b. Most clients were being supported at least in part by other wage earners and could forego earning money while they went to school.

Prospective Clientele

Given the remarkable success CEP achieved, the structure, staffing, scheduling, and services of the program offer a blueprint for replicating the activity for similar clients. That is, a few telephone interviews with trained paraprofessional counselors will be sought out and regarded as quite valuable by: unemployed women, 20 to 34 years old, most typically married with one or two children and moderate family incomes, who have decided to reenter the labor market. The service should appeal particularly to those with a high school education who held low skill jobs in their brief working careers.

However, clients cannot be expected to pay more than a total of about $25 for all the services they use, and they prefer face-to-face counseling but would accept telephone interviews in preference to such techniques as group counseling, self-instruction, and televised information.

The techniques CEP used would have to be modified to be equally successful with other populations. For example, a career counseling center serving employed men would probably need to offer more specific and more immediate job placement help than CEP provided. Employed men with dependents are probably reluctant to forego present income to enter education or training programs even though they might lead to higher incomes eventually. A counseling center interested in helping college educated professionals reenter the labor market or negotiate mid-career changes might need highly qualified professional counselors rather than paraprofessionals and would perhaps need job-locating and job placement services. A counseling center seeking to aid the long-term unemployed would probably need to surpass CEP in using aggressive means of locating and attracting clients and placing them in suitable training programs rather than following the CEP practice of letting clients enroll in programs on their own initiative.

Introduction

OVERVIEW OF THE CAREER EDUCATION PROJECT

The Career Education Project (CEP) was funded by the National Institute of Education (NIE) and developed and carried out by the Education Development Center of Newton, Massachusetts. It is one of NIE's four career education models.[1]

CEP, alternatively called the Home/Community-Based Career Education Model III, began operating in Rhode Island in October 1972 and continued through June 1975. It was exclusively concerned with the career-related needs of home-based adults, defined as those 16 years of age or older who were neither working full time nor attending school full time.[2]

The project consisted of five components relating to and reinforcing one another:

1. Outreach, using mass media and other approaches to attract clients.
2. Research and Evaluation, providing feedback about the clients and the operation of the program to the project staff.
3. Resource Center, the collection and dissemination of career-related materials for project staff, clients, and the community.

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1. NIE's three other Career Education Models were:
Model I--School-Based Comprehensive Career Education Model (CCEM): reforming the curriculum of the established school system by infusing career development concepts into the entire K-12 curriculum.
Model II--Experienced-Based Career Education (EBCE): allowing high school students to explore a variety of careers through nonpaid jobs in the community while maintaining a full academic program.
Model IV--Rural-Residential Career Education: providing a total intervention approach to chronically underemployed multi-problem families.
2. For a full and detailed description of CEP, see the final report of the project, available through the Education and Work Group, the National Institute of Education.

4. Counseling, providing career information, guidance, and referral by telephone, using paraprofessional counselors.

5. Information Unit, developing special directories and materials that supported the counseling process and could be sent to clients.

Counseling, the core component of the project, was evaluated in the follow-up study whose findings are reported in this volume. The overall purpose of the counseling component was to help clients make more informed and satisfying career decisions and to help them carry out such decisions in the most deliberate and effective manner possible. More specifically, this service aimed to help clients:

- Acquire knowledge of expanding and alternative careers and the educational and skill requirements of these careers.
- Develop the ability to assess their career interests, their current attainments, and their preparatory needs.
- Learn about local career preparation and educational programs and supportive services.
- Make career decisions.
- Plan and initiate educational or training efforts to prepare for a career.

The CEP career counseling service was staffed by trained paraprofessional counselors. When an individual contacted the service and his/her eligibility was established, an intake clerk scheduled a subsequent counseling appointment for the caller. Callers were regarded as clients only after they had contact with a counselor. Whenever a client made a decision or began implementing a decision, CEP terminated counseling services.

The counseling sessions focused on a wide range of topics, such as evaluation of personal characteristics, identification of alternatives, resolution of obstacles, examination of occupational and educational information, and initiation of career plans and decisions.

In the course of their work with clients, counselors relied heavily on a large number of career-related resource materials acquired by the resource center or developed by the information unit. Some of these materials were packaged in booklet form for direct mailing to clients.

The time that clients spent in counseling varied from a few days to many months according to their needs. The number of interviews ranged from 1 to more than 20.

The CEP claimed to have provided career counseling services to approximately 5,000 clients during its more than two and one half years of operation.

PURPOSES OF THE FOLLOW-UP STUDY

Over an 18-month period from July 1975 to December 1976, the College Board and Policy Studies in Education conducted a follow-up study of the CEP telephone counseling service. The focus was on a select number of former clients who had entered and left CEP during the project's period of stabilized operation (April 1, 1974 to March 31, 1975).

The follow-up study had two major goals: (1) to evaluate the effect of CEP on its clients, and (2) to describe perceptions by clients about CEP and their current need for adult career guidance and counseling services. The specific objectives of the follow-up study were as follows:

1. To describe the action or inaction taken by clients to implement their education and/or career decisions and to discover clients' reasons for their action or inaction.

2. To discover the length of time clients took to implement their education and/or career decisions and the amount of time that elapsed before the clients felt they reached a satisfactory outcome.

3. To describe problems or difficulties that clients faced in implementing their decisions and to identify and categorize the factors that caused the problems or difficulties as being either a shortcoming of CEP or external to CEP.

4. To identify and describe the effect of local geographic and economic conditions on client implementation of decisions and accomplishment of satisfactory outcomes.

5. To describe clients' satisfaction with their post-counseling education and/or other career decisions.

6. To identify and describe both quantitative and qualitative changes in the status of former clients using such factors as income, education, job, family relationships, and personal feelings as indicators of change.

7. To compare changes (outcomes) in short-term clients (two or fewer interviews) with changes in long-term clients (more than two interviews).

8. To describe clients' feelings about the quality of the services rendered by CEP.

9. To identify and describe any particularly helpful services as well as any ways in which CEP services could be improved.

10. To identify additional services for clients that would have been helpful during CEP counseling.

11. To identify any continuing or additional services that would be helpful to former clients in their current situations.

These 11 objectives were formulated in order to make the follow-up study of greatest interest and utility to career guidance and counseling practitioners, adult education administrators, the NIE Planning and Program officers, Education Development Center management, and CEP personnel.

The study was designed both to assess clients' satisfaction with the service and their success in carrying out a subsequent education or career decision and to record any unexpected outcomes or difficulties the clients experienced. The study constituted an outcomes assessment and was not designed to deal with the overall policy questions involved in funding a program such as CEP.

This final report of the follow-up study focuses on the findings which resulted from interviews with former clients of CEP and the interpretation of those findings. Two appendixes are included: Appendix A describes the method used to arrive at the findings; Appendix B discusses some rather significant characteristics of those clients who responded and those who did not respond to our telephone contacts.

It is hoped that the data from this final report can be used to judge the quality and success of services provided by CEP, to suggest improvements in the services offered by CEP, to identify and describe new services that could be added to further efforts such as CEP, and to make decisions regarding replication of the services provided by CEP in other areas of the United States.

Findings

Data collected by the College Board and PSE from former CEP clients have been organized into the following seven categories: (1) personal characteristics, (2) work history, (3) counseling expectations, (4) perceptions of CEP, (5) steps taken after counseling, (6) changes in status, (7) current needs and acceptability of methods for delivery of career information and assistance. As indicated earlier, these areas were identified as most likely to provide the type and quantity of information needed to evaluate the impact of CEP on its target population. For convenience to the reader, we have introduced each category with a summary of the findings reported in that category.

PERSONAL CHARACTERISTICS

We collected information from the clients on the following personal characteristics: sex, race, age, educational attainment, type of postsecondary school, marital status, number of children in household, number of children under six years old, and family income. Our purpose in collecting these data was to determine if the project attracted particular types of individuals who could be defined in terms of special personal characteristics.

Summary

CEP attracted and served clients who were predominantly female, white, and 20 to 34 years of age. They were most likely to be married with one or two children who lived at home, with incomes falling in the $5,000-$15,000 range. They were a diversified group in terms of educational attainment, though the typical client had completed twelfth grade. The few males using the service were single, under 30, and had incomes of less than $10,000 a year.

We found that the vast majority of clients (82 percent) were female. Ninety-three percent were white; the rest were black (3 percent) and "other" minorities (4 percent).

The clients were almost equally divided between those who had completed some postsecondary schooling (54 percent) and those who had not (46 percent). Twenty-five percent of the total number of clients had completed four years or more of postsecondary schooling. Across all clients, however, the most frequently reported educational level attained was completion of the 12th grade (33 percent). Most of the clients who had obtained some education beyond the high school level had attended a four-year college or university (73 percent); half of the remaining postsecondary clients (13.5 percent) had attended a junior or community college, the other half (13.5 percent) a trade/technical school.

Almost three-fifths of the clients were married; 27 percent had never been married, and the remaining 14 percent were widowed, separated, or divorced. A much higher percentage of males (63 percent) than females (20 percent) had never been married.

The majority of clients (63 percent) had one or more children living in the household. Of those clients with children, 65 percent had only one or two children and 59 percent had one or more children under the age of six.

The family incomes of clients are displayed in Figure 1. Male clients had much lower family incomes than did female clients; 74 percent of the males had incomes of less than $10,000, compared to 45 percent of the females.

Figure 2 shows the age distribution of all clients; Table 1 shows educa-

tional attainment according to age. The vast majority of males were under 30 years of age (73 percent), compared to less than half of the female clients (44 percent), who fell into the under 30 group.

WORK HISTORY

To describe the work history of clients we collected the following data: employment status when contacting CEP, number of years since last employment, total number of years worked, type of job last held, salary at last job, and

Figure 1. Family Income

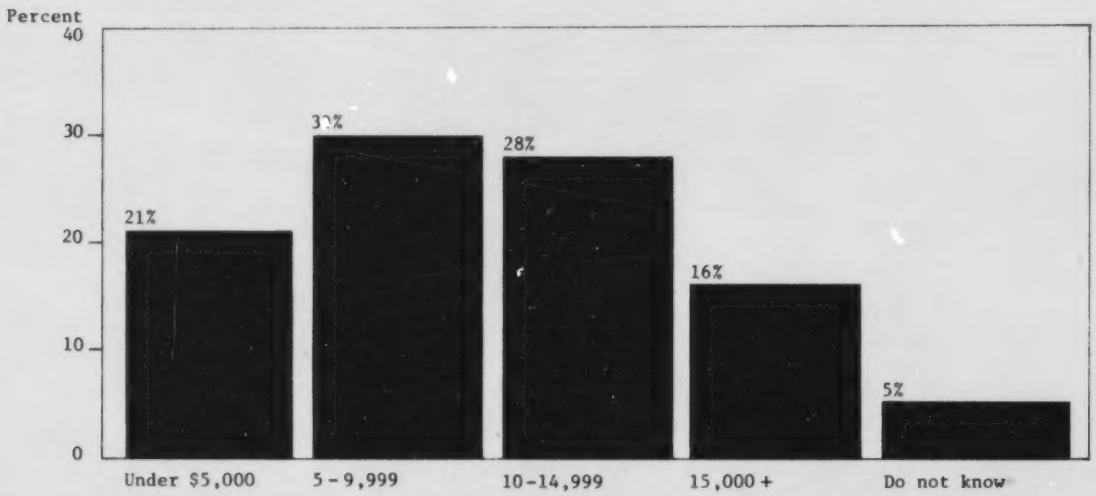

Figure 2. Age Distribution

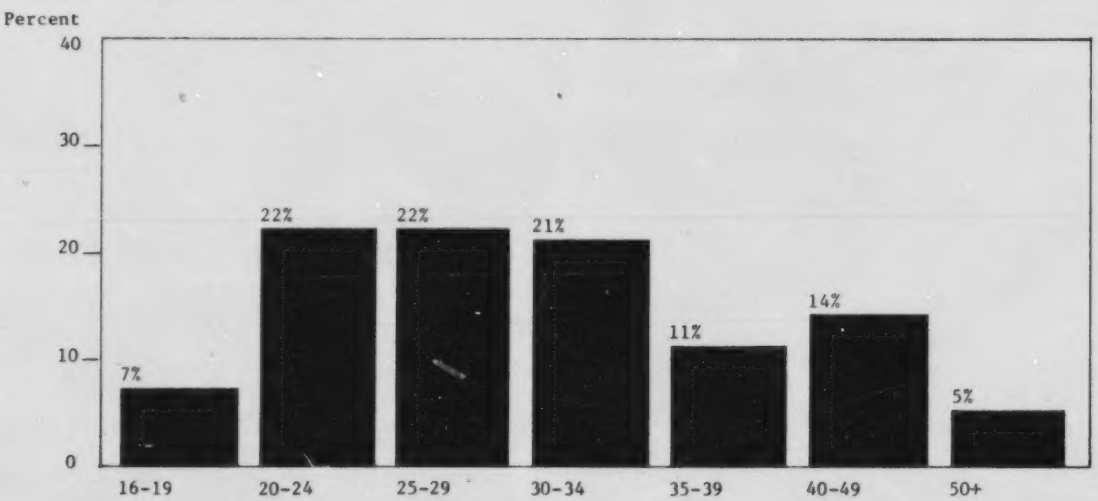

Table 1. Years of Schooling by Age

Age	Years of Schooling 1-12	13-15	16+
16-19	85%	15%	--
20-29	41	31	28%
30-39	41	32	27
40+	56	22	22

number of years worked at last job. We collected this information in order to determine if the project attracted and served those individuals with varied years of experience in a variety of jobs.

Summary

The clients whom CEP attracted and served were neither seasoned, experienced workers nor were they entering the work force for the first time. They had typically worked between two and 10 years and had been employed within the last five years. They had held their last jobs for three years or less, working in semiskilled or unskilled capacities. The salaries made at those jobs contributed about $5,000 or less to their total family incomes. On the whole, clients were unemployed at the time that they contacted CEP.

Only 29 percent of the clients were employed when they contacted the project, though a higher percentage of males (37 percent) were employed than were females (28 percent). Though only 9 percent of all clients were employed full-time,[1] a higher percentage of males (21 percent) than females (6 percent) held full-time positions. Of those clients who were unemployed when they contacted CEP, 45 percent had worked within the last year and 71 percent

1. The project was required to seek the unemployed (or those employed only part-time) as clients.

had worked within the last five years; only 15 percent of those clients had been out of the work force 10 years or more.

Two-thirds of the clients had from two to 10 years of work experience when they contacted the project. Only 15 percent had never worked or had worked fewer than two years.

The majority of clients (77 percent) had held their last jobs for three or fewer years, 26 percent having worked less than one year at those jobs. Most clients (60 percent) had worked full-time, 93 percent making full-time salaries of less than $10,000 a year. Forty-three percent of the clients holding full-time jobs had commanded salaries of less than $5,000 a year; salaries made by 84 percent of the part-time job holders fell below the $5,000 a year level.

Jobs most recently held by clients were classified according to two different systems.[2] Using Roe Level, we found that 73 percent of the jobs last held by clients fell into the semiskilled or unskilled groupings. Using Census Code occupational groupings, 63 percent of those jobs were white collar, 18 percent blue collar, and 18 percent service. Table 2 shows the percentage of clients whose last jobs fell in the specific Census Code occupational groups. A significantly higher percentage of females had last worked at white-collar jobs (67 percent) than had males (49 percent), with females three times as likely to be working in clerical occupations as male. Likewise, more females worked in service occupations. A significantly higher percentage of males than females had last worked at blue-collar jobs (42 percent as compared to 13 percent).

COUNSELING EXPECTATIONS

To arrive at an overall picture of clients' expectations when contacting the project, we collected the following data for analysis: agencies or individuals previously approached, motivation for contacting CEP, types of help sought, and preservice goals. We identified these areas of information because we wanted to determine the experience, special needs, goals, and orientations of those individuals attracted to a service like CEP.

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2. See Appendix A for a complete description of the occupational classification systems used in this study.

Summary

The vast majority of clients were new to the business of seeking career-related assistance. Their reasons for approaching CEP at that particular time were diversified. The vast majority of clients wanted help in resolving job-related concerns. Specifically, clients wanted to attain jobs or make job or career decisions as a result of participating in CEP and saw information as the means or form of help most desirable for achieving those goals.

Few of the clients (22 percent) had sought any type of assistance prior to contacting the project, and only 14 percent of those clients (3 percent of all clients) had sought more than one type of help. The majority of those who had sought help had either gone through traditional job search channels such as employment agencies (35 percent) and the State Employment Service

Table 2. Types of Jobs Held Prior to CEP
(Census Code Classification)

Occupational Group	Percent of Clients
Professional	21%
Managers and administrators	6
Sales workers	5
Clerical workers	31
Craftsmen	2
Operatives	13
Transport equipment operatives	2
Laborers, except farm	2
Personal service workers	17
Private household workers	1

(13 percent) or had received informal and unstructured help through family and friends (21 percent). Only 24 percent had sought assistance from any type of counseling service (school counselor, private counseling agency, OIC, rehabilitation center, or federally funded programs like MDTA and Opportunities for Women).

When asked what motivated them to contact CEP, a third of the clients cited job dissatisfaction or unemployment as motivating forces. Other motivating factors included a lessening of homemaker responsibilities because children were leaving home or starting school (18 percent), boredom as a homemaker (10 percent), completion of education or training (10 percent), or a need for additional money (6 percent). Clients were asked to identify the areas in which they sought help. The data show that clients approached CEP seeking help with job-related concerns (76 percent), more than education-related (58 percent) or personal-related concerns (4 percent).

Clients were asked where they had hoped counseling would lead at the time that they contacted the service. Although some clients had multiple goals, the greatest number (49 percent) hoped to make a job or career choice. Job attainment was next in importance (35 percent), followed by education/training enrollment (24 percent) and education/training choice (20 percent). The more educated clients had the greatest interest in job or career choice and job attainment and the least interest in educational choice or enrollment.

CEP was designed to offer three types of assistance to its clients: information, referrals, and guidance/support. Table 3 displays the percentage of those seeking these types of assistance, according to their area of concern.

Table 3. Percent of Clients Seeking Information, Referrals, and Guidance/Support By Area of Concern

Area of Concern	Type of Help Sought		
	Information	Referrals	Guidance/ Support
Job	72%	25%	27%
Education/training	56	23	15
Personal (childcare, finances, etc.)	2	1	2

PERCEPTIONS OF CEP

The most important questions to be answered by this follow-up study revolve around clients' perceptions of CEP: Did the clients believe that the project helped them, and if so, in what ways? We collected the following types of information in order to develop a comprehensive picture of clients' reactions to the project: evaluation of the total service, satisfaction with the telephone as a way of receiving counseling, satisfaction with the counselors, types of services received and evaluation of those services, the extent to which CEP influenced actions and positive changes, aspects of the project considered most beneficial, problems encountered in use of the services, and suggestions for improvement. We were also interested in determining whether the amount of counseling received by clients affected their perceptions of the project. Therefore, we compared perceptions by short-term clients (one or two counseling interviews) to those by long-term clients (three or more counseling interviews).

Summary

CEP clients were overwhelmingly satisfied with the service they received, with their counselors, and with the telephone as a medium of communication. Clients felt that the project helped them achieve their goals, improve their situations, and develop more self-confidence. Only a small minority encountered problems or desired services that CEP was not designed to provide.

The type of counseling considered most valuable by the majority of clients was in the area of self-exploration, goal setting, and career decision making. The guidance and support offered by counselors in those areas and the printed materials mailed to clients were the most helpful elements of the project. Though all clients found CEP helpful, females who had achieved no more than a 12th grade education were those most satisfied. Also, clients who had three or more interviews with a counselor were more satisfied than clients who had only one or two interviews. About half would be willing to pay for the services they received, but only a few would pay more than $25.

Overall Evaluation

In order to describe clients' overall satisfaction with CEP, we asked them not only how satisfied they were with the total service, but also how valuable the service had been in the making of future plans, whether they would recommend the service to others, how the service matched their initial expectations, and whether or not they would be willing to pay for the help they had received. Clients were overwhelmingly positive in their evaluations. The vast majority (84 percent) expressed satisfaction with the total service they had received, with females and those clients completing no more than a high school education expressing the greatest degree of satisfaction. Two-thirds of the clients found the service to be either "very" or "somewhat" valuable to them in making future plans; again, females and those attaining a 12th grade education or less found the service to be most valuable in this respect. The vast majority of all clients (87 percent) stated that they would recommend the service to others, and only 23 percent of the clients had anticipated that the service would be more helpful to them than it had in fact been. About half of the clients indicated that they would be willing to pay for the services they had received, but only 13 percent would pay more than $25.

Satisfaction with Telephone Communication

Since CEP was designed as a telephone counseling project for home-based adults, it was important to determine how satisfied clients had been with the phone as a medium of communication. Although some clients indicated that they would have preferred face-to-face contact with their counselor, the vast majority (82 percent) expressed some degree of satisfaction with the telephone as a way of receiving counseling; 65 percent of the clients stated that they were "very" satisfied. A significantly higher percentage of females (67 percent) were "very" satisfied with the telephone than were males (52 percent). Those clients with no more than a high school education were more satisfied with telephone counseling than were clients with higher levels of educational attainment; 91 percent of those completing 12 years of schooling or less were satisfied, compared to 72 percent of clients completing some college and 78 percent of those completing four years or more of college.

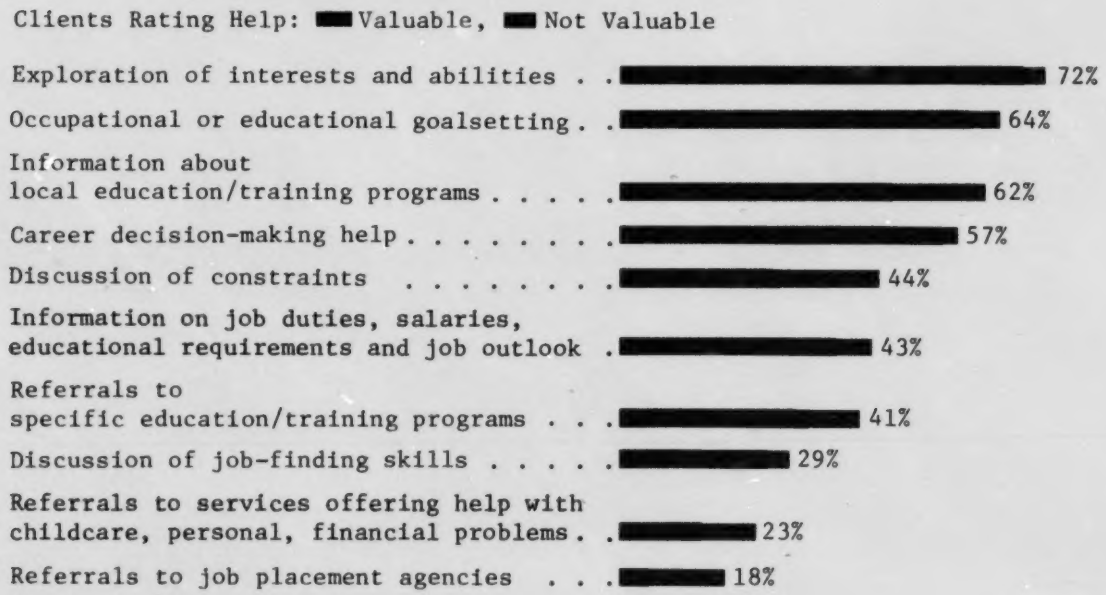
Satisfaction with Counselor

Most of the clients felt that their counselor understood their goals (82 percent), but only a bare majority (52 percent) of the clients said that their counselor had helped them achieve their goals. However, the vast majority of clients (88 percent) were satisfied with their counselor--with almost 70 percent indicating that they were "very" satisfied. Though the majority of both males and females were very satisfied with their counselors, females gave their counselors considerably higher ratings than did males.

Use and Evaluation of Specific Kinds of Counseling Help

Figure 3 displays the percentage of all clients who stated that they had received specific kinds of counseling help and the percentage perceiving that help as valuable to them. It is interesting to note that the three types of counseling perceived as valuable by over half of all clients fall within the general area of self-exploration and goal setting.

Figure 3. Percentage of Clients Using Specific Types of Counseling Help


Clients Rating Help: Valuable, Not Valuable
Exploration of interests and abilities . . 72%
Occupational or educational goalsetting . . 64%
Information about local education/training programs 62%
Career decision-making help 57%
Discussion of constraints 44%
Information on job duties, salaries, educational requirements and job outlook . 43%
Referrals to specific education/training programs . . . 41%
Discussion of job-finding skills 29%
Referrals to services offering help with childcare, personal, financial problems . . 23%
Referrals to job placement agencies . . . 18%

Use and Evaluation of Printed Materials and Resource Center

Almost all the clients (91 percent) stated that they had received some printed materials from CEP through the mail, and 72 percent (of the 400) remembered specific types of information. The largest percentage of that group remembered having received occupational information (60 percent). The only other types of printed materials which over 10 percent of those clients remembered having received were: Holland's Self-Directed Search (27 percent), information on educational or training programs (23 percent), and information on job hunting, interviewing, and resume preparation (20 percent). Seventy-eight percent of all clients receiving materials through the mail found them "very" or "somewhat" helpful.

Only 21 percent of the clients stated that they had used the Resource Center. Eighty-six percent of those who used the center found it helpful.

CEP's Influence on Actions and Decisions

Clients who actually took jobs or enrolled in educational or training programs during or after counseling were asked to indicate the extent to which CEP had helped them in taking those actions and in making decisions related to those actions. The clients perceiving themselves as having accomplished some or all of their goals were asked to indicate how helpful the project had been to them in that respect.

Of the clients who took jobs after counseling, 28 percent indicated that CEP had helped them in some way to seek those jobs and 8 percent indicated that they would not have sought any job without the help of the project. Twenty-five percent of those clients who took jobs said that the project helped them in making their decisions to take their jobs. Those clients leaving their first jobs to take second jobs saw CEP as being somewhat less influential in their actions and decisions; 20 percent said that CEP helped them seek their second job and 15 percent credited the project with helping them make their second job decision.

Those clients who enrolled in educational or training programs found CEP more helpful than did those who took jobs. Thirty-nine percent of those who enrolled indicated that they would not have enrolled in their particular course or program without the help that they received from CEP. Twenty percent stated that they would not have enrolled at all in any program without

the project's assistance. A much greater percentage of those clients interested in additional education (39 percent) saw the project as having been helpful to them in choosing their career objectives than did those clients seeking jobs (15 percent).

Of those clients (70 percent) who stated that they had accomplished "all" or "some" of their goals, 72 percent felt that CEP had been "very much" or "somewhat" of an influence on their success. More females found CEP to be influential in this respect than did males; 75 percent of the females stated that CEP had been "very much" or "somewhat" of an influence on them, compared to 63 percent of the males, and twice as many females (38 percent) as males (19 percent) indicated that CEP had been "very much" of an influence. In addition, those clients with no more than a twelfth-grade education found CEP to be even more influential than did those at higher educational levels, though the majority of clients at all educational levels found CEP to be of some influence.

CEP's Influence on Positive Changes in General Situation, Family Relationships, and Self-Perception. Of those clients (72 percent) who indicated that their current situation was an improvement over their situation at the time that they had contacted the project, 68 percent stated that CEP had been helpful to them in achieving that improved status. More of the older (25 years of age and up) and the less educated (12 years of schooling or less) perceived CEP as being influential in producing those positive changes.

Of the clients (29 percent) who indicated that there had been changes in their family relationships since their contact with CEP, 39 percent stated that the project had in some way been responsible for those changes. Of the clients (68 percent) who indicated that their self-confidence had increased since contact with the project, 69 percent stated that counseling had been "very" or "somewhat" helpful in raising their level of self-confidence.

Most Beneficial Aspects of CEP

Seventy-eight percent of the clients identified the particular aspects of the project that they found most beneficial; 25 percent of that group named more than one "most" beneficial service. Those types of help, ranked in order of perceived value, are shown in Table 4.

Problems Encountered

Only 23 percent of the clients indicated that they had encountered some problems in using the services provided by the project. The problems cited by the greatest number of those clients related to counselor dissatisfaction; 48 percent (of the 23 percent) felt that their counselor lacked interest, ability, or information or tried to limit their options rather than to expand them. Other problems (such as the inconvenience of phone appointments, the impersonality of the telephone, and inadequate follow-up by CEP) were cited by fewer than 13 percent of those clients who had encountered problems.

Suggestions for Improvement

Almost half of the clients had suggestions for improving CEP. Some of these suggestions involved additional services that clients would like to have received and that were not provided by the project; others focused on ways of improving the existing services. The two improvements which were suggested

Table 4. Client Selection of Most Beneficial Services

Type of Service	Percent of Clients Selecting
Guidance/support of counselor	37%
Printed materials	26
Occupational information	17
Resource center	10
Education/training information	9
Periodic contact	6
Self-confidence it instilled	6
Phone convenience	5
Education/training referrals	5
Self-directed search	4
Information on job-hunting/résumés	4
Motivation it gave	2

by the greatest number of clients were face-to-face contact with counselors (30 percent) and job placement/referrals (24 percent). Almost all the suggestions made by clients could be categorized as either a need for more personal and in-depth counseling or a need for more practical and immediate information, especially about jobs or financial assistance. Those suggestions included: referrals to on-the-job training programs, referrals to workers or experts in fields of interest, more local job information, more information about financial assistance/scholarships/loans, more personally involved and accessible counselors, and adaptation to better educated or more experienced clients.

Short-Term and Long-Term Clients

Because clients did differ in terms of their satisfaction with specific aspects of the project, we were interested in determining whether some of those differences could have resulted from the extent to which clients were involved in the counseling process. We used "short-term" to describe clients who had one or two interviews with a counselor and "long-term" to describe clients who had three or more interviews. Twenty-seven percent of the CEP clients were short-term clients; 73 percent were long-term clients.[2]

In comparing these two groups of clients, we found that long-term clients were more satisfied with the telephone as a way of receiving counseling, with their counselor, and with the total service they received. Long-term clients also felt that CEP had been of greater value to them in making future plans and in achieving their goals than did short-term clients.

Seventy percent of the long-term clients stated that they were "very" satisfied with the telephone as a way of receiving counseling, compared to 53 percent of the short-term clients. Likewise, 72 percent of the long-term clients, compared to 55 percent of the short-term clients, stated that they were "very" satisfied with their counselor, and 61 percent of the long-term clients, compared to 47 percent of the short-term clients, said that they were "very" satisfied with the total service. Long-term clients perceived CEP as being much more valuable to them in making future plans than did

2. NIE had originally specified that "short-term" should designate clients having one interview with a counselor; "long-term" should designate those having two or more interviews. Because the percentage of clients having only one interview (4 percent) was too small to serve as a basis of comparison, we revised the "short-term" definition to include one or two interviews.

short-term clients; 40 percent of the long-term clients stated that the project had been "very" valuable to them in making future plans, compared to 19 percent of the short-term clients. Almost twice as many long-term clients as short-term clients felt that CEP had influenced them in making positive changes and had helped them achieve their goals. Also, more long-term clients stated that they would pay for the services they received.

Since long-term clients were generally more satisfied with the service than were short-term clients, we were interested in determining if short-term clients had characteristics which distinguished them in some way from those clients seeking more extensive counseling. We found sex to be the only significant distinguishing characteristic. Forty-seven percent of the males were short-term clients, compared to only 23 percent of the females. Thus, about one-third of the short-term group were males, whereas only 13 percent of the long-term group were males.

STEPS TAKEN AFTER COUNSELING

The information presented in this section has been organized into the following 10 categories: (1) type of action taken by clients and success in finding jobs or enrolling in educational programs, (2) amount of time before clients began taking steps as well as before they found jobs or enrolled in programs, (3) career objectives held by clients, (4) type of steps taken to pursue jobs or additional education, (5) information or individuals that helped clients as they took those steps, (6) problems or difficulties encountered, (7) reasons why some clients took no action or failed to find jobs or enroll, (8) satisfaction with jobs or educational/training programs, (9) clients enrolling in educational/training programs, (10) clients taking jobs.

Categories (1) through (8) describe the perceptions of and actions taken by all clients. Category (9) presents the following information about those clients who enrolled in educational or training programs: types of programs in which clients enrolled, the number of clients actually completing those programs, and the number of clients who subsequently took jobs. Category (10) describes the jobs found by those clients who took job-oriented action during or after counseling, the relationship of those jobs to clients' career objectives, reasons for taking jobs unrelated to goals, and number of clients making one or more job changes since the time of counseling.

This information was collected in order to determine whether clients who had been served by the project did, in fact, take some kind of action in the one to two years subsequent to contact with CEP and the degree to which they met with success or satisfaction.

Summary

Almost all CEP clients were action-oriented; they took steps either to look into additional education or to find jobs. Though more clients had approached CEP with job or career concerns, more left the project taking education or training action, and the less educated clients were more likely to take educationally directed steps. Clients took action quickly and were successful in finding jobs or enrolling in programs that they considered satisfying.

To find jobs, clients typically checked newspaper ads, filed applications, and went on job interviews. The educationally directed clients overwhelmingly made applications to school. Job hunters relied heavily on personal motivation to keep them going; those pursuing additional education relied as much on CEP information as they did on their own personal motivation. Those clients who looked for jobs perceived their role as more difficult than did those who looked into additional education. The main problem that job hunters faced was a lack of available jobs for which they were qualified. Only a minority of those pursuing education confronted problems, and where problems existed they tended to be related to personal constraints such as money or childcare.

Many clients sought jobs at the professional level, but ended up taking less skilled jobs because of financial necessity. Clients were most likely to take jobs at the same level of skill and professionalism as those previously held.

Four-year colleges or universities attracted more clients than any other single type of institution. However, the greatest number of clients enrolled in vocational or technical courses or programs primarily at two-year colleges or vocational/technical schools.

Type of Action Taken and Success in Finding Jobs or Enrolling in Educational Programs

Almost all clients (85 percent) took some sort of action subsequent to contact with the project; 35 percent took job-related steps, 44 percent education/training steps, and 6 percent took both job and education/training action. A higher percentage of males (50 percent) than females (31 percent) took job-related action subsequent to contact with CEP. As shown in Table 5, the type of action taken by clients was significantly related to their educational attainment, that is, those clients previously holding unskilled or semiskilled jobs were more likely to pursue additional education and those previously holding skilled or professional positions were more likely to seek jobs.

The vast majority of clients who took steps to look into education or training programs or to find jobs were successful in enrolling or taking jobs. Seventy-two percent of the educationally oriented clients enrolled in programs; 90 percent of the job oriented clients took jobs. Altogether, approximately two-thirds of the clients were successful in taking jobs or enrolling in school.

Amount of Time Required to Begin Taking Action and to Accomplish Job or Educational Placement

Clients were asked to answer three time-related questions: (1) the amount of time passing before they took their first step, (2) the amount of time elapsing between their decision to enroll in a program and actual enrollment, and (3) the amount of time required to find a job after first beginning to take steps. As shown in Table 6, clients who had decided to engage in a job

Table 5. Post-Service Action or Inaction by Years of Schooling

Years of Schooling	Type of Action			
	Job	Education Training	Job and Education/ Training	Inaction
1-12	25%	54%	5%	16%
13-15	36	40	4	20
16+	52	30	7	11

search were more action-oriented (about a third having taken steps prior to CEP) than were clients who decided to look into education or training opportunities. However, once a decision had been made to actually enroll in a program or to look for a job, both groups of clients were very similar in terms of the time required to achieve their goals (see Table 7).

Career Objectives

Eighty percent of all clients indicated that they had career objectives at the time of counseling. When examined according to level of skill and professionalism, those objectives held by clients pursuing jobs, clients seeking additional education, and clients taking no action were very similar. More than half (52 percent) of all clients' occupational objectives fell into the Census Code professional group; 18 percent fell into the service group and 17 percent into clerical. Understandably, the majority of clients aspired to positions which required a higher level of skill and responsibility than those previously held.

Type of Job or Education/Training Steps

Tables 8 and 9 show the type of steps that clients took as they looked for jobs and explored additional education. Because many clients took multiple steps the percentages in the tables exceed 100 percent.

Table 6. Time Before First Job or Education Related Step

Time	Percent of Clients	
	Job Oriented	Education Oriented
Looking prior to CEP.	39%	1%
Less than one week.	36	47
One to three weeks.	7	10
One to two months	7	21
Three to six months	7	8
Seven to 12 months.	1	6
Over one year	0	3
Don't know.	2	3

Table 7. Time Required to Find Job or Enroll

Time	Percent of Clients	
	Job Oriented	Education Oriented
Less than one week	17%	18%
One to three weeks	4	8
One month	15	13
Two to three months	18	24
Four to six months	18	10
Seven to 12 months	18	15
13 to 18 months	8	7
19 or more months	1	2
Don't know	2	3

Table 8. Job Pursuit Steps

Steps Taken	Percent of Job-Oriented Clients
Newspaper ads	40%
Applications	36
Interviews	36
Employment agencies	27
Friends	22
State employment service	9
Other*	11

*Includes such steps as library research, taking qualifying exams or renewing licenses, taking brush-up courses, contacting school placement offices, and contacting government-sponsored programs like the Youth Corps and vocational rehabilitation centers.

Factors Supporting Job Search or Educational Enrollment

In order to get a broad overview of information or individuals the clients perceived as being helpful to them as they took job or educationally oriented steps, we looked at the entire group of clients regardless of their goals. Over half (53 percent) of this combined group of clients indicated that their own personal motivation served as one of the most important support factors. Thirty-one percent cited CEP information as being most helpful to them as they took those steps. Ranking third in importance was the support of family and friends (13 percent), followed by the CEP counselor's encouragement (7 percent). The other organizations or individuals which clients mentioned as being helpful to them (none of which was cited by more than 5 percent of the group) included school counselors, the newspaper, employment agencies, government-sponsored programs, and employers.

In looking at the two groups separately, however, some differences emerge between what those pursuing jobs perceived as important and what was considered important by those exploring education/training opportunities. More clients engaged in a job search saw personal motivation as important (62 percent) than did those exploring educational programs (45 percent); on the other hand, more clients exploring additional education (41 percent) saw CEP information as important than did those pursuing jobs (18 percent).

Table 9. Educational Pursuit Steps

Steps Taken	Percent of Education-Oriented Clients
Applied for admission	75%
Wrote to schools	33
Read catalogs and information	33
Interviews with school staff	25
Other*	9

*Includes applying for scholarships/loans, talking to friends, taking high school equivalency tests, and contacting organizations like the V.A., Youth Corps, and the Rhode Island Department of Education for information.

Factors Inhibiting Job Search or Educational Enrollment

The difficulties which clients experienced in carrying out their postservice decisions were very different for those who were looking for jobs and those who were exploring additional education; Tables 10 and 11 show the problems confronted by those two groups of clients. It should be noted that more clients pursuing jobs (57 percent) than looking into additional education (37 percent) stated that they encountered problems in carrying out their decisions.

Reasons for Inaction or Failure to Find Jobs or Enroll

In order to describe the factors which prevented clients from taking action or from accomplishing education/training or job related goals, we grouped the following clients together: those who took no action at all, those who took some steps to explore education or training programs but did not enroll, and those who took some steps to find a job but did not actually take a job. This group made up 33 percent of the total number of clients. The problems con-

Table 10. Job Pursuit Problems

Problems	Percent of Job-Oriented Clients
Availability of jobs	37%
Lack of experience and credentials	20
Child care	5
Self-confidence	4

Table 11. Educational Pursuit Problems

Problems	Percent of Education-Oriented Clients
Money	19%
Child care	11
Course/program difficulties*	10

*Such as unavailability of appropriate programs, entrance requirements, or application complications.

fronted by this group are shown in Table 12 (since some clients mentioned more than one problem, the percentages exceed 100 percent).

Satisfaction with Job or Educational/Training Program

The vast majority of clients were satisfied with the jobs that they found and the programs in which they enrolled. Eighty-six percent of clients who took jobs stated that they were "very" or "somewhat" satisfied with the first or a subsequent job taken after counseling; 74 percent of the clients had expressed satisfaction with their job. Eighty-six percent of clients enrolling in educational programs stated that they were "very" or "somewhat" satisfied with those programs. Though both groups of clients expressed satisfaction, those enrolling in programs were more likely to be "very" satisfied than were those taking jobs. Though both males and females were satisfied with their jobs and programs, more women were "very" satisfied than were men. Likewise, though the majority of clients in all age groups were satisfied with jobs taken, the youngest clients (24 years of age and younger) were less satisfied than were older clients.

Table 12. Reasons for Inaction or Failure to Enroll / Take a Job

Reasons	Percent of Clients not Taking Action or not Enrolling/ Taking a Job
Child care/family problems	33%
Money	25
Health	13
Course/program unavailability	13
Job unavailability	12
Personal motivation and interest	9
Time	8
Indecision	7

Clients Enrolling in Educational/Training Programs

Clients who enrolled in educational courses or programs attended a variety of different institutions, as shown in Table 13. Sixty-seven percent of those clients were enrolled in degree programs.

The types of courses or programs within those institutions that attracted the greatest number of clients (42 percent) were vocational, trade and technical, with office and health courses attracting almost two-thirds of the clients in that group. Twenty-six percent of the clients enrolled in professional programs, with the majority studying in the areas of education or health. Twenty-three percent of the clients enrolled in liberal arts and sciences programs and 9 percent in high school equivalency programs. Clients who had completed no more than 11 years of schooling were most likely to enroll in high school equivalency programs, whereas high school graduates and those clients completing one year of post-secondary schooling enrolled primarily in vocational courses or programs. Clients who had completed two or three years of post-secondary schooling at the time they contacted CEP were most likely to enroll in liberal arts and sciences programs at four-year institutions; college graduates and postgraduates enrolled in professional programs.

At the time that we talked to the clients, only 26 percent had completed their courses and programs; about half were still enrolled. Twenty-one per-

Table 13. Types of Educational Institutions in Which Clients Enrolled

Institution Type	Percent of Enrolled Clients
Four-year college/university	36%
Two-year college	24
Trade and vocational/technical schools	17
Special government-sponsored programs	8
Adult education schools	7
High schools	6
Hospital programs	3

cent of the enrolled clients had dropped out (6 percent of the 21 percent indicated that they had dropped out temporarily and planned to return at some point in the future). Reasons cited by clients for dropping out of the programs are shown in Table 14.

Thirty-seven percent of those clients who had decided to take steps to explore educational possibilities eventually took jobs. Of those taking jobs, about one-third indicated that the jobs they took were related to their educational objectives. Of those clients taking jobs unrelated to their objectives, 70 percent stated that they had done so because they needed money or had been unable to find jobs in line with their objectives.

Clients Taking Jobs

Of those clients who took job action subsequent to contact with CEP and were successful in taking jobs, the greatest percentage found positions classified in the Census Code as professional (31 percent) and clerical (28 percent). Twelve percent of those clients found jobs as service workers and 11 percent as sales workers (no more than 10 percent of the clients found jobs falling into any other single Census Code group). There was a strong relationship between the types of jobs held by clients prior to counseling and those taken subsequent to counseling. Many clients desiring professional jobs were unable to attain jobs at that level of skill and responsibility; though 52 percent

Table 14. Reasons for Dropping Out of Educational Courses/Programs

Reason	Percent of Clients
Money	24%
Dissatisfaction	21
Child care	17
Motivation/interest	14
Job commitments	10
Illness/death in family	7
Program cancellation	7
Poor job market in chosen field	7

desired such jobs, only 31 percent actually took jobs at the professional level.

Only about one-third of the clients stated that a positive relationship existed between their job objectives and the jobs they actually took after counseling. The reason given by half of the clients for taking jobs unrelated to their objectives was a need for money. Slightly over one-third of those clients indicated that they had changed their objectives due to lack of motivation or interest, lack of necessary credentials, lack of time, interest in a new field, or financial problems. Twenty percent said that they took jobs unrelated to their goals because those jobs were the only ones that they could find.

About a third of the clients taking jobs after counseling subsequently left those jobs to take other jobs. Thirty-six percent of those clients gave job dissatisfaction as their reason for making a job change; another 27 percent had been laid off their jobs. Twenty percent left their jobs to take better jobs, and the remaining 18 percent initiated that change for reasons such as returning to school, moving from the area, and transportation problems.

CHANGES IN STATUS

To describe both quantitative and qualitative changes in the status of former clients we collected information to indicate changes in the following: educational status, occupational status, salary, family relationships, self-confidence, and personal/family problems. In addition, we collected information to determine how satisfied clients were with their current situations, how they felt their current situations compared with their previous status, to what extent they felt they had accomplished their goals, and the time it took them to reach a satisfactory outcome. We collected this information in order to describe the changes clients perceived as having occurred in the one- to two-year period since involvement with CEP.

Summary

The majority of clients are currently employed, earning higher salaries, and are more self-confident than they were previous to counseling. Only a small minority of clients continue to have problems such as child care and financial problems. Most clients have accomplished at least some of their goals and are more satisfied with their situations now than they were one or two years ago. Most clients achieved what they considered a satisfactory outcome 12 months after leaving the project.

Changes in Educational Status

As described earlier, 28 percent of the clients enrolled in some educational course or program which they either completed or were in the process of completing when we contacted them. At the time they contacted CEP, 5 percent of the clients were part-time students and 2 percent were full-time students; in April/May, 1976, 10 percent of the former clients were part-time students, and 12 percent were full-time students.

Changes in Occupational Status

Fifty-one percent of the clients took jobs subsequent to their contact with CEP. This percentage reflects a combination of clients whose original goal it was to find a job and those who had initially decided to look into education or training possibilities. Sixty-nine percent of those clients took full-time jobs; 31 percent took part-time jobs. Table 15 shows the employment status of the entire group of clients before CEP counseling (preservice) and after (postservice) (April/May, 1976).

Changes in Salary Level

We used two types of data in order to describe changes that had occurred in clients' salary levels: (1) a comparison of preservice and postservice salaries earned, and (2) clients' statements regarding their salary changes. We asked both clients whose major objective it was at the time of counseling to

look into education training and those clients whose primary interest it was to find a job to compare the salaries at jobs taken prior to counseling with those taken subsequent to counseling. Fifty-three percent of this combined group of clients indicated that their postservice salaries were higher than their preservice salaries. Fourteen percent stated that their salaries had remained the same, and one-fourth indicated that their salaries had decreased (the remaining 8 percent had held no previous jobs or could not remember well enough to make a comparison). Table 16 displays a comparison of actual preservice and postservice salaries earned by clients.

Changes in Family Relationships

Twenty-nine percent of the clients indicated that positive changes had occurred in their family relationships since their first contact with CEP. These changes included:

Table 15. Employment Status Before and After CEP Counseling

Employment Status	Percent of Clients	
	Preservice	Postservice
Employed part-time.	21%	19%
Employed full-time.	9	37
Unemployed--homemaker	39	30
Unemployed--job hunting	22	4
Unemployed--other	11	10

Table 16. Preservice and Postservice Salaries

Salary/per Year	Percent of Clients Holding Full-time Jobs		Percent of Clients Holding Part-time Jobs	
	Preservice	Postservice	Preservice	Postservice
Less than $5,000. .	40%	24%	84%	79%
$5,000-9,000. . . .	47	58	8	12
$10,000 and over. .	7	16	0	2
Don't know.	5	3	8	8

- Increased self-confidence making family relationships more harmonious.
- A more assertive attitude resulting in greater support from the spouse.
- New work or school commitments leading to a more equal sharing among family members of household duties and responsibilities.

Changes in Level of Self-Confidence

Sixty-eight percent stated that they were "somewhat" or "much" more self-confident now than when they had first contacted CEP; almost half of the entire group (45 percent) indicated that they were "much" more self-confident.

Changes in Personal, Financial, and Transportation Problems

Fifty-eight percent of the total number of clients stated that they had faced problems at the time of counseling which they needed to resolve before carrying out their career decisions; 37 percent claimed to have more than one problem. About half of those clients faced child care (52 percent) and financial (48 percent) problems. Other problems cited were transportation (20 percent), health (16 percent), and family (16 percent). The problem that clients were most successful in resolving was that of transportation; 62 percent of those having this problem were able to resolve it. Half of those clients having child care and health problems succeeded in overcoming these difficulties. Family and financial problems were the most difficult constraints to resolve; only 36 percent resolved their family problems, 34 percent their financial problems.

Comparison of Current Status and Preservice Status

Seventy-seven percent of the clients stated that they were satisfied with their current situations. About three-quarters indicated that their current status was "much" or "somewhat" better than their preservice status, with those under 40 years of age reporting the greatest improvement.

Achievement of Goals

The majority of all clients felt that they had achieved some or all of the goals that they had at the time of counseling; 18 percent felt that they had achieved all their goals, 53 percent felt that they had achieved some of the goals they had set for themselves. Only 30 percent of all clients stated that they had achieved none or that they had set no goals. Across all age

groups, 57 percent or more of the clients agreed that they had achieved some goals, but as shown in Table 17, there is a significant relationship between age and achievement of goals. In addition, as education increased, there was also an increase in the likelihood of clients achieving their goals.

The reasons given by the greatest number of clients for not achieving their goals were: lack of money (31 percent), child care (23 percent), lack of jobs (20 percent), and lack of educational opportunities (16 percent).

Time Taken to Reach a Satisfactory Outcome

Fifty-five percent of the clients indicated that they had reached a satisfactory outcome. This did not imply, however, that clients had achieved all their goals; for some, making a decision as opposed to taking action constituted a satisfactory outcome. Table 18 shows the amount of time required by clients to reach what they considered to be a satisfactory outcome.

CURRENT NEEDS AND ACCEPTABILITY OF METHODS FOR PROVIDING CAREER INFORMATION OR ASSISTANCE

We collected the following types of information in order to describe clients' current career-related needs and preferred methods for receiving services: types of services or assistance presently needed by clients, services clients would recommend to others, and acceptability of methods for providing career information or assistance. We collected this information because we were interested in finding out whether or not clients' expressed needs had changed since initial contact with CEP, how positively they viewed different types of services, and how telephone counseling ranked vis-a-vis other methods of providing services.

Table 17. Achievement of Goals by Age Groups

	Achievement of Goals		
Age Groups	Percent of Clients Achieving All	Percent of Clients Achieving Some	Percent of Clients Achieving None
16-29	15%	62%	24%
30-39	27	48	25
40+	16	41	43

Summary

One to two years subsequent to their contact with CEP, former clients of the project are still expressing a need for career-related help. However, clients' needs have changed in that the type of help most desired now is specific information relating to job availability rather than information to assist them in making job or career choices. Telephone counseling is felt to be an acceptable method by clients and is preferred to group procedures, self-instruction, and media techniques. However, clients see direct, face-to-face interaction with another person (whether counselor, employer, or teacher) as the most preferred method.

Services Desired for Self and Recommended for Others

Ninety-six percent or more of all the clients said that they felt all the services mentioned would be useful to others. However, in terms of their own needs, clients expressed greatest interest in specific information relating to job availability as shown in Table 19.

Table 18. Time Required to Reach Satisfactory Outcome

Time	Percent of Clients
Less than 1 month	14%
1 month	9
2 to 3 months	17
4 to 6 months	21
7 to 12 months	24
13 to 18 months	10
19 to 24 months	3
Don't know	2

Acceptability of Methods

We asked clients to rate nine different methods of providing career information or assistance. We were particularly interested in the acceptability of telephone counseling as compared to other methods. As shown in Table 20, the majority of clients found all methods acceptable, though some differences appeared in the degree to which they found them acceptable. Telephone counseling, though considered acceptable by all groups, was found to be most acceptable to females and those who had completed no more than a high school education.

Table 19. Currently Desired Services

Services	Percent of Clients
Information about available jobs	85%
Occupational or educational/training information	71
Opportunity to observe and talk with workers in various occupational fields	71
Assistance in improving job skills	70
Guidance and support in making plans and decisions	62
Information about agencies for help with child care, personal problems, financial assistance, etc.	54

Table 20. Acceptability of Methods for Providing Career Assistance

Methods	Acceptability	
	Percent of Clients Stating "Very" Acceptable	Percent of Clients Stating "Somewhat" Acceptable
Work experience programs	87%	9%
Individual counseling	81	14
Formal courses	76	18
Telephone counseling	61	25
Self-instructional materials	50	32
Information provided through a library or resource center	49	34
Information/assistance provided by TV or other mass media techniques	43	30
Simulation and gaming techniques	40	26
Group counseling	34	35

Observations

The generally positive and upbeat response of the clients to CEP leads one naturally to the question of how a few telephone conversations with a CEP paraprofessional counselor could achieve such remarkable results? It is possible to interpret CEP's success as simply a function of client self-selection. That is, those who needed, wanted, and liked the service sought it out, continued to use it, and were available for follow-up interviews; their testimony was of course favorable. In contrast, those who did not need the service did not try it or did not continue it and were not available for follow-up interviews; the negative testimony they might have given thus went unrecorded. It is equally logical to interpret CEP as a targeted service which reached its target population--"home-based" women who required an incentive to make the transition to work--and served that target population exceedingly well. Both interpretations arise from the same firm conclusions: CEP succeeded with those who used it.

There are several possible explanations, all reasonable and possibly all true:

1. The clients were volunteers who chose to use the service, paid nothing for it, and could cancel it with impunity. Thus anyone for whom it was not right could--and presumably did--drop out during the "intake" (registration) process, assuring a good match between what the service offered and the needs of those who used it.

2. Those who came to CEP for advice had already decided to make the transition from home to work: many were on the move before they first telephoned for counseling. Thus CEP did not have the difficult job of persuading the reluctant to go to work; it had the easier task of encouraging those who were ready and had begun moving into the labor market.

3. Most who used the service were familiar with what it meant to work: they were reentering a familiar world rather than approaching an unfamiliar one.

4. The paraprofessional counselors matched the clients in educational, socioeconomic, employment, and personal characteristics. This made it easy for clients to talk with the counselors and to trust their advice.

5. The tendency of CEP to guide clients toward further education rather

than toward specific jobs fit both the needs and circumstances of those clients who used the service:

a. 57 percent of the clients who sought more schooling had a high school education or less and presumably needed more in order to get jobs.
b. Most clients were being supported at least in part by other wage earners and could forego earning money while they went to school.

PROSPECTIVE CLIENTELE

Given the remarkable success CEP achieved, the structure, staffing, scheduling, and services of the program offer a blueprint for replicating the activity for similar clients. That is, a few telephone interviews with trained paraprofessional counselors will be sought out and regarded as quite valuable by: unemployed women, 20 to 34 years old, most typically married with one or two children and moderate family incomes, who have decided to reenter the labor market. The service should appeal particularly to those with a high school education who held low skill jobs in their brief working careers.

However, clients cannot be expected to pay more than a total of about $25 for all the services they use, and they prefer face-to-face counseling but would accept telephone interviews in preference to such techniques as group counseling, self-instruction, and televised information.

The techniques CEP used would have to be modified to be equally successful with other populations. For example, a career counseling center serving employed men would probably need to offer more specific and more immediate job placement help than CEP provided. Employed men with dependents are probably reluctant to forego present income to enter education or training programs even though they might lead to higher incomes eventually. A counseling center interested in helping college educated professionals reenter the labor market or negotiate mid-career changes might need highly qualified professional counselors rather than paraprofessionals and would perhaps need job-locating and job placement services. A counseling center seeking to aid the long-term unemployed would probably need to surpass CEP in using aggressive means of locating and attracting clients and placing them in suitable training programs, rather than following the CEP practice of letting clients enroll in programs on their own initiative.

Appendix A
Method

The information below describes the procedures used in the follow-up study to gather data from a sample of former CEP clients. Four topics are discussed: sample selection, interview guide, data collection, and data analysis.

SAMPLE SELECTION

Clients included in the follow-up study were those who had their counseling during the period between April 1, 1974 and March 31, 1975 (the project's period of stabilized operation). CEP provided a computer tape containing its Client File of information on 1,157 former clients who had entered and exited from the service during the period designated above. A counselor would have had to record "interview process data" (data collected after an intake interview) in order for any individual to be included in CEP's Client File. Since the Interview Record Form (which made up the Process File) was not available and not used by CEP counselors until May 4, 1974, clients entering the project during the month of April 1974 were not included in the Client File and thus could not be included in our sample. The 1,157 individuals in the Client File were those for whom CEP had the most complete information. For each of these clients (1) an intake form had been completed, (2) at least one interview had been held with a counselor, and (3) a termination form had been completed.

NIE requested that 400 former clients (35 percent of the eligible clients) distributed across the 12-month period under study be drawn for the follow-up study sample. On the basis of a 43 percent response rate to telephone interviews in a pilot test we carried out (described in full detail below), 950 clients were randomly selected from the 1,157 to enable us to call and complete 400 interviews with CEP clients.

One adjustment to the list of 950 needed to be made midway in the interviews. The response rate was slightly better than that arrived at during the pilot test. Therefore, realizing that we would reach the 400 respondents before contacting the full sample of 950, we stopped selecting clients chronologically from the list (clients served during early months had been

called first), and we began to select clients from the bottom of the list (clients served during later months) so that clients from both the early and later months would be interviewed.

Table A-1 illustrates the percentage of the total number of eligible clients entering the project in each quarter that were interviewed. It can be seen from the data that clients served during all four quarters were proportionally represented.

INTERVIEW GUIDE

The development of the interview guide for the follow-up study was based on two sources of information. First, the goals and objectives of CEP were carefully reviewed in order to identify what client needs the project was designed to meet. Second, the evaluation objectives set forth by the Request for Proposal issued by NIE were accepted, and additional questions were formulated by the College Board and Policy Studies in Education to sharpen the focus of those objectives. Using those two sources of information, an interview guide was developed to gather information from former clients in order to determine whether CEP had achieved its major goals and objectives as well as those that its sponsoring agency, NIE, had set for it.

In addition, we convened two advisory groups during the early months of instrument development in order to review the type of information we intended to gather and the potential uses of that information. We were particularly interested in developing information which would be useful to NIE, counseling practitioners, legislators, and the public at large.

Table A.1

Quarter 1974-75	Total Number of Eligible CEP Clients	Number Clients in Follow-up Study	Percent of Participation in Follow-up Study
May-June	179	65	36%
July-Sept.	461	170	37
Oct.-Dec.	300	99	33
Jan.-March	217	66	30

The first advisory group met in New York City and included:

James Dorland
Director
National Association of Public Continuing Adult Education
Washington, D.C.

Norman Kurland
Director
Adult Education Study
New York State Department of Education
Albany, N.Y.

Ronald Miller
Director
Center for Lifelong Learning
New York, N.Y.

Joseph O'Neil
President
Hudson Community College
Hudson, N.J.

Paul Sharar
Director
YMCA Career Counseling Center
New York, N.Y.

The second advisory group included the following individuals, all of whom were based in Washington, D.C.:

Frank Burnett
Executive Assistant
American Personnel and Guidance Association

Pamela Christofel
Consultant
The College Board

Lloyd Davis
Executive Director
National University Extension Association

Sidney High
Director of Career Education Programs
Office of Career Education
United States Office of Education

Sharon Jones
Education Program Specialist
Division of Adult Education
United States Office of Education

Ella Kelly
Project Officer
Education and Work Group
National Institute of Education

Christopher Lotze
NIE Associate
Education and Work Group
National Institute of Education

Alice Scates
Program Officer (Occupational, Career and Adult Education)
Office of Planning, Budgeting and Evaluation
United States Office of Education

Carlene Turmin
Assistant Director
National Advisory Council for Adult Education

Major Areas of Inquiry

Using the valuable guidance and direction from both advisory groups and reviewing carefully the 11 objectives set forth for the follow-up study by NIE, we selected seven major areas for which interview questions needed to be developed. In total, 77 questions were constructed to gather data for the seven areas. The major divisions of the interview guide with the specific data collected for each area are listed below:

1. Personal Characteristics:
   - age
   - sex
   - race
   - family income
   - number of children in household
   - number of children under 6 years old
   - marital status
   - educational attainment
   - type of postsecondary school attended
2. Work History:
   - employment status when contacting CEP
   - number of years worked
   - type of job last held
   - salary at last job
   - number of years worked at last job
   - number of years since last worked
3. Counseling Expectations:
   - help sought prior to contacting CEP
   - motivation for contacting CEP
   - goals when contacting CEP
   - type of help sought from CEP
4. Steps Taken after Counseling:
   - postservice decision
   - type of job and/or educational/training (ETR) steps taken
   - amount of time before first job or ETR step
   - success in finding job or enrolling in ETR
   - amount of time before taking job or enrolling in ETR
   - type of job found

reasons for inaction or failure to find job or enroll in ETR
factors supporting job search or educational/training enrollment
factors inhibiting job search or educational/training enrollment
satisfaction with job or ETR program
career objectives held
relationship of job found to career objective
reasons for taking job unrelated to goals
salary for job taken
number of additional jobs taken
reason for changing jobs
any satisfying job taken
type of educational program enrolled in
program completion status
reasons for dropping out of program
subsequent job status for enrolled clients

5. Changes in Status:
   changes in educational status
   changes in occupational status
   changes in income level
   changes in family relationships
   changes in level of self-confidence
   CEP's influence on above changes
   satisfaction with current situation
   comparison of current status and preservice status
   CEP's influence on improved status
   accomplishment of goals
   CEP's influence on accomplishment of goals
   time taken to reach a satisfactory outcome
   resolution of preservice constraints
6. Perceptions of CEP:
   use and evaluation of assistance:
      interest/ability clarification
      goal setting
      decision making
      constraints resolution
      ETR information/referrals

occupational information
job placement referrals
resource center
printed materials
problems encountered in use of service
suggestions for improvement/additional services needed
most beneficial services
satisfaction with telephone
counselor's understanding of client goals
counselor's help with achievement of goals
overall satisfaction with counselor
initial expectations versus services received
satisfaction with total service
value of CEP in the making of future plans
recommendation of CEP to others
amount willing to pay for services received

7. Current Needs:
services needed now
services recommended for others
acceptability of methods

Pilot Test

Once the interview guide was developed, the CEP project staff reviewed it and recommended modifications. A pilot test was then scheduled. The purposes of the pilot test were twofold. The first was to gather data on the proposed techniques for carrying out telephone interviews with former clients of CEP. Questions regarding the time and day of the interview, rate of response, and effectiveness of follow-up letters were but a few of the areas in which the pilot test could provide information. Second, the pilot test served as a way of improving the interview guide itself; it would provide information on style and phrasing of the interview questions, the sequence of questions, the quality of information derived from the questions, and the general organization of the guide.

CEP supplied the names, addresses, and telephone numbers of a time-stratified, random sample of 80 former clients (a 7 percent sample of the eligible 1,157) from the period April 1, 1974 to March 31, 1975.

The following decisions illustrate the types of changes made as a result of the pilot test findings:

1. All calls would be made from 7:00 p.m. to 9:00 p.m. since the completion rate was highest during the evening hours. The data indicated that the majority of men and a large number of women were working and were therefore unreachable during the day.

2. Four calls made to a former client would serve as the cutoff point, since analysis of data revealed that only 1 percent of the subjects were reached after four calls. If contact had not been made after four calls or if telephone numbers had been changed and were unavailable, letters would be sent to the subjects requesting their current numbers and times to call them.

3. Since the completion rate of the pilot was 43 percent, 950 of the 1,157 former CEP clients who participated in the project within the specified time period would be drawn at random as the sample.

4. Specific items in the interview guide would be reworked to give greater clarity to the questions.

5. The interview guide would be framed to reflect a more logical, chronological progression. For example, the structure of the guide would be altered to reflect the possibility of multiple job or educational actions on the part of a client.

In addition, the variety of responses from attempts to reach all 80 former clients selected for the pilot study led to the following five characterizations.

1. Respondents. Those 34 subjects (43 percent) for whom completed interviews were obtained.

2. Refusals. Three subjects (4 percent) who refused to answer any questions.

3. Minimum Participants. Ten subjects (13 percent), some of whom had filled out only an intake form or had been declared ineligible by the project, who saw their contact with the project as too minimal to discuss it.

4. Self-declared Nonparticipants. One subject (1 percent) who denied having had any contact with the project.

5. No Response. Twenty-four subjects (30 percent) who could not be reached by telephone and who did not respond to the letters mailed to them.

The final version of the follow-up study interview guide was submitted to NIE and approved by the Office of Management and Budget.

DATA COLLECTION

In its Request for Proposal, NIE called for telephone interviews as the preferred technique to use in collecting data for the follow-up study. The Institute based this decision on the fact that former clients of CEP were, of course, accustomed to telephone interviews and therefore would not find the technique unusual or inappropriate.

Several advisors were consulted before final data-collection procedures were set. The following individuals were selected because of their telephone survey experience: Gary Echternacht, Psychometrician, Educational Testing Service, Princeton, New Jersey; Richard Ferrin, Executive Director, Salina College Consortium, Salina, Kansas; Donald King, National Longitudinal Study, Research Triangle Institute, Durham, North Carolina.

These advisors confirmed many of the decisions and much of the advice we had previously received, contributed many additional helpful suggestions, and solidified our interview procedures.

Selection and Training of Interviewers

After extensive screening of potential interviewers, six individuals were selected. Selection was based on previous interviewing experience, voice clarity and pronunciation, overall intellectual quickness and attentiveness to detail, and willingness to conform to time and scheduling requirements. Two graduate students, two bachelor degree holders, and two college seniors were selected. Males and females were equally represented.

Interviewers were given five hours of training prior to making their first telephone call. That initial orientation included the following:

1. Overview of CEP with emphasis on the types of services provided by the project, characteristics of the clients served, and project goals and objectives.

2. Review and discussion of NIE's requirements and the College Board PSE proposal.

3. Detailed study of the interview guide, item by item, with careful review of probing instructions and general interviewer guidelines.

4. Study of two actual tape-recorded interviews conducted by the trainer; prospective interviewers listened while filling out copies of the interview guide as practice; a check was made for consistency in recording responses;

special attention was drawn to problem questions and appropriate interviewing techniques.

5. Simulated interviews with each prospective interviewer acting alternately as interviewer and client; subsequent critique and discussion of each interviewer performance.

6. Careful review of procedures for making and recording calls.

After this initial training period, each interviewer was assigned actual interviews. Those early calls were monitored by the College Board/PSE project staff and the completed interview guides were carefully reviewed; a subsequent evaluation meeting was held with each interviewer. In addition, tapes were made of each interviewer, and those interviews were critiqued by the group. After an acceptable level of performance had been demonstrated. an interviewer assumed a regular interviewing load. Throughout the entire process, calls were randomly monitored and all accompanying written records were carefully reviewed and inspected. The interviewers and the trainer met together as a group at regular intervals to discuss questions and problems.

Telephone Procedures

All calls were made from PSE offices in New York City. For each call initiated, interviewers allowed for eight rings before hanging up. After two calls to a subject's household resulted in "no answer," the telephone number was verified with the operator.

If the number proved to be correct, a subject was called two more times. If contact still had not been made, a request-for-appointment letter was sent to the former client's address.

If the number had been changed and was available, the new number was substituted for the old and the process was repeated.

If the number had been changed and was not available or the client had no phone, a letter was sent; if information was not forthcoming in response to the letter, no further calls were made.

If, on the other hand, contact was made with someone in the household but not the desired subject, the interviewer asked for a time when the subject could be reached. If the client was not reached after three additional calls, a letter was sent.

All calls were made on weekday evenings from 7:00 p.m. to 9:00 p.m., with the following exceptions:

1. When a member of the household indicated that a former client was reachable only during the day.

2. When a former client returned the postcard and indicated a daytime interview preference.

As indicated above, request-for-appointment letters were sent to all clients who could not be reached by phone. The letters described the purpose of the study and asked the former client to return an enclosed stamped and addressed postcard, indicating a convenient time for a telephone interview. Letters were sent to clients at the addresses provided by CEP. To minimize the effect of numerous address changes, each letter was stamped with "address correction requested."

DATA ANALYSIS

First-level data analysis included a description of former clients' personal characteristics, work history, counseling expectations, steps taken after counseling, changes in status as a result of CEP, perception of the value of CEP, and current needs in terms of guidance and counseling. For each of these demographic and CEP-related variables, descriptive statistics were used to characterize the 400 former clients interviewed.

Second-level data analysis included comparing short-term clients (one or two interviews with a CEP counselor) to long-term clients (more than two interviews with a CEP counselor) according to their personal characteristics, work history, counseling expectations, steps taken after counseling, changes in status due to CEP, and perceptions of CEP. An example of this level of analysis was the comparison of the perceptions of long-term and short-term clients about the quality of CEP services rendered.

Third-level data analysis involved a comparison of former clients' personal characteristics such as sex, age, educational attainment, marital status, and family income to such variables as work history, counseling expectations, steps taken after counseling, changes in status as a result of CEP, perceptions of CEP, and current needs.

For all analyses carried out, two general rules were followed: first, only those differences which reflected at least a spread of 15 percentage points were reported and, second, the minimum cell size was established as 50 respondents.

To insure that CEP's former clients maintained their rights to privacy, data from individuals entered into the computer were coded by an identification number assigned to each client. Thus, it is impossible to associate research data with the name of any individual.

DESCRIPTION OF TWO OCCUPATIONAL CLASSIFICATION SYSTEMS USED IN FOLLOW-UP STUDY

The U.S. Department of Commerce Classified Index of Occupations

This system contains the following 12 occupational groups:

1. Professional, technical, and kindred workers, which include all types of professionals from accountants to writers
2. Managers and administrators of any organization except farm-related organizations
3. Sales workers
4. Clerical and similar workers from bank tellers to typists
5. Craftsmen and kindred workers such as bakers, electricians, and tailors
6. Operatives, except transport, such as assemblers, dyers, and riveters
7. Transport equipment operatives such as bus or truck drivers
8. Laborers, except farm-related laborers
9. Farmers and farm managers
10. Farm foremen and farm laborers
11. Personal service workers such as stewardesses, barbers, and ushers
12. Private household workers such as cooks and maids

These 12 groups fall into four broad occupational areas:

1. White-collar workers (groups 1 through 4)
2. Blue-collar workers (groups 5 through 8)
3. Farm workers (groups 9 and 10)
4. Service workers (groups 11 and 12)

The Roe System of Classification

This system is based on two dimensions. The first dimension (Roe Field) is based on the primary focus of activity of the occupation. There are eight groups of occupational fields:

1. Service (serving the tastes, needs, and welfare of others)
2. Business contact (face-to-face sales based on personal persuasion, i.e., commodities)

3. Business organization (concerned with the organization and efficient running of an organization)

4. Technology (concerned with all aspects of commodity and utility manufacture and use)

5. Outdoor (occupations associated with natural resources)

6. Science (concerned with scientific theory and its application)

7. General culture (occupations primarily concerned with the preservation and transmission of general cultural heritage)

8. Arts and Entertainment (associated with the use of special skills in arts and entertainment)

The second dimension is the level of functioning related to responsibility, capacity, and skill. There are four levels: Level 1 occupations involve the greatest amount of responsibility, capacity, and skill, Level 4 the least. The following typify occupations at each of the four levels:

1. Level 1--Actuary, teacher, physician, geologist, city planner

2. Level 2--Accountant, actress, insurance agent, loan officer, stewardess

3. Level 3--Bookkeeper, farmer, computer operator, mental worker, psychitric aide

4. Level 4--Cashier, janitor, nurses aide, truck driver, assembler

Appendix B
Comparison of Respondents and Nonrespondents

Since the purpose of the follow-up study was to evaluate CEP by interviewing a randomly selected group of former clients, we felt that it was important to determine how typical our respondent group was of the total group of eligible former clients (1,157) served by the project during the period April 1, 1974 to March 31, 1975. As explained earlier, we sampled 764 former clients and reached 400, a response rate of 52 percent. Over half of the 400 respondents (217) were reached on the first telephone call. Because of these results, we thought it possible that our respondents, who were more available, and in some cases more cooperative, might differ in some ways from our nonrespondent group. If such differences did exist, the data could be seen as reflective of a subgroup of former clients rather than the entire group. Consequently, we made the analyses described below.

NONRESPONDENTS

Guided by the results of our pilot test, we grouped 364 nonrespondents into the following four categories:

1. Refusals to Respond--45 former clients who were reached by phone but refused to be interviewed.
2. Minimum Participants--52 former clients who were reached by phone but felt their contact with CEP too minimal to warrant discussion of the project.
3. Nonparticipants (self-declared)--21 former clients who were reached by phone but denied participation in CEP.
4. No Response--246 former clients who could not be reached by phone or letter.

The No Response category, which was the largest group of nonrespondents (68 percent), was comprised of (1) 10 former clients who were unavailable (out of the country, in the military, on vacation, deceased), (2) 36 former clients who neither answered the phone nor responded to a letter, even though their phone numbers and addresses were verified as correct, and (3) 200 former clients who could not be called at all because of unpublished or nonexistent numbers and who did not respond to the letter that was subsequently sent.

(Seventy-five of the 200 letters sent to this last group were returned to us by the postoffice stamped "addressee unknown" or "no forwarding address.") Because of the relatively small numbers of former clients grouped as Refusals, Minimum Participants, and Self-Declared Nonparticipants, we decided to group these categories with the No Response category for comparison with our 400 respondents. In the findings presented below, a nonrespondent subgroup will be singled out for comment only when it differs in some significant way from the other three nonrespondent subgroups.

DATA AND DATA SOURCE

Careful consideration was given to the types of information that would be most important in drawing comparisons between the respondent and nonrespondent groups. After carefully reviewing the types of data collected by CEP as a part of their evaluation process, we identified the three project forms containing the most useful data for our purposes: First Encounter, Initial Interview, and Termination. Client information from these three forms was contained on the computer tape supplied to the College Board/PSE by CEP. Fifteen variables were selected for analysis. Our findings, reported below, have been grouped into three major areas: Personal Characteristics, Work History, and CEP Experience.

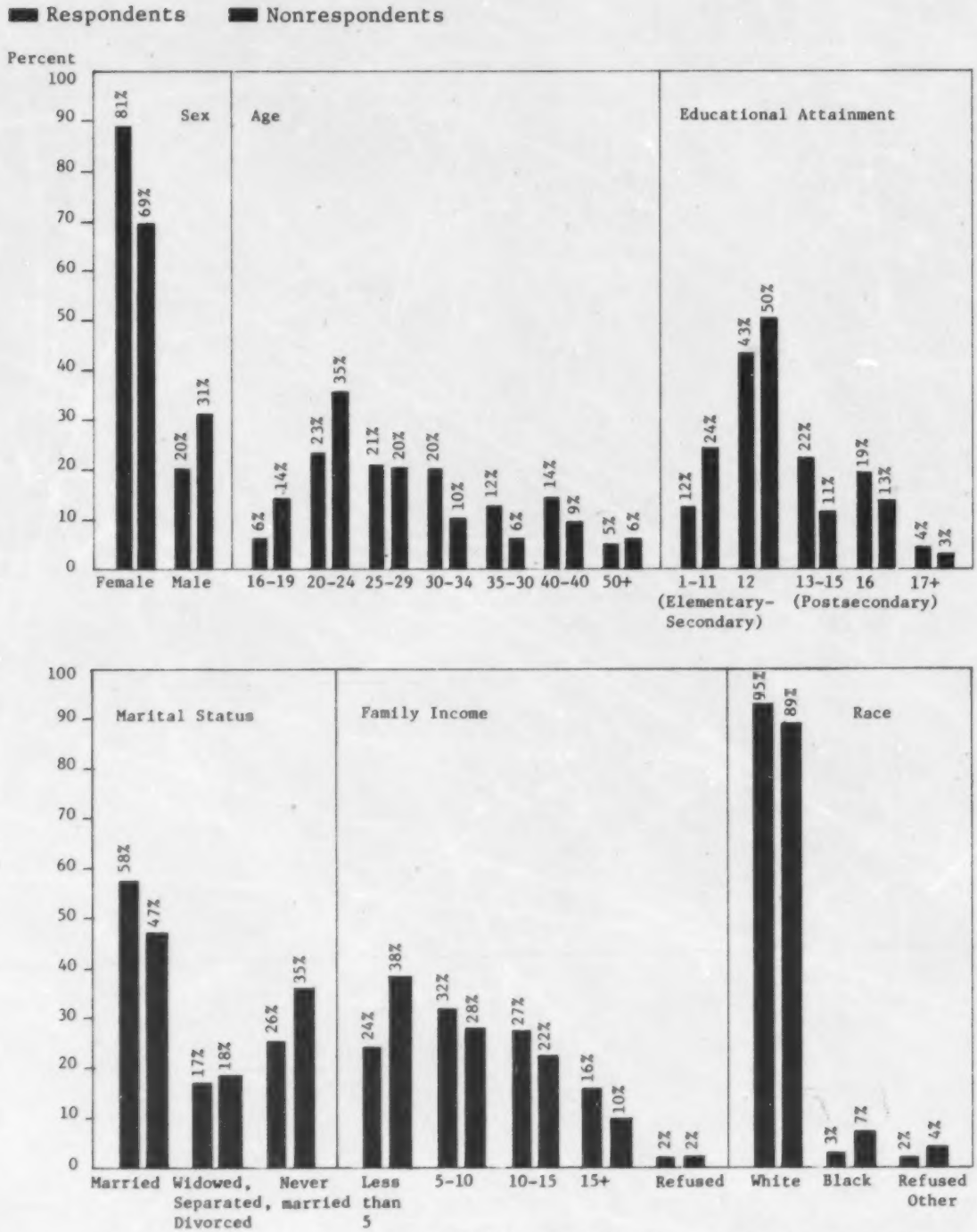
Personal Characteristics of Respondents and Nonrespondents

The following six personal characteristics were used to compare the two groups: sex, age, educational attainment, marital status, family income, and race. The summary data in Table B.1 show that in comparison to the nonrespondents, the respondent group was:

- more female
- older
- better educated
- in higher income brackets
- less likely to be single
- less likely to be black

As shown, 81 percent of the respondents were female whereas 69 percent of the nonrespondents were female. Fifty percent of the respondents were 29 years old or younger, whereas 69 percent of the nonrespondents fell into this

Table B.1. Personal Characteristics of Respondents and Nonrespondents



Note: Percentages do not always total 100 percent because of rounding to the nearest whole number

age bracket. Forty-five percent of the respondents had completed some schooling beyond the high school level, whereas only 27 percent of the nonrespondents had done so. Fifty-eight percent of the respondents were married, whereas 47 percent of the nonrespondents were married. Forty-three percent of the respondents had family incomes over $10,000, while only 32 percent of the nonrespondents had equivalent family incomes; 24 percent of the respondents had incomes of less than $5,000 a year, while 38 percent of the nonrespondents fell into this income bracket. Three percent of the respondents were black, while 7 percent of the nonrespondents were black.

Work History of Respondents and Nonrespondents

The information used to examine work history was "usual" occupation, number of years worked at "usual" occupation, number of years since worked at "usual" occupation, total length of time worked, employment status when contacting CEP, and number of years since last full-time job. The data show that there were some differences between the respondents and the nonrespondents in terms of their work history. To summarize, respondents were:

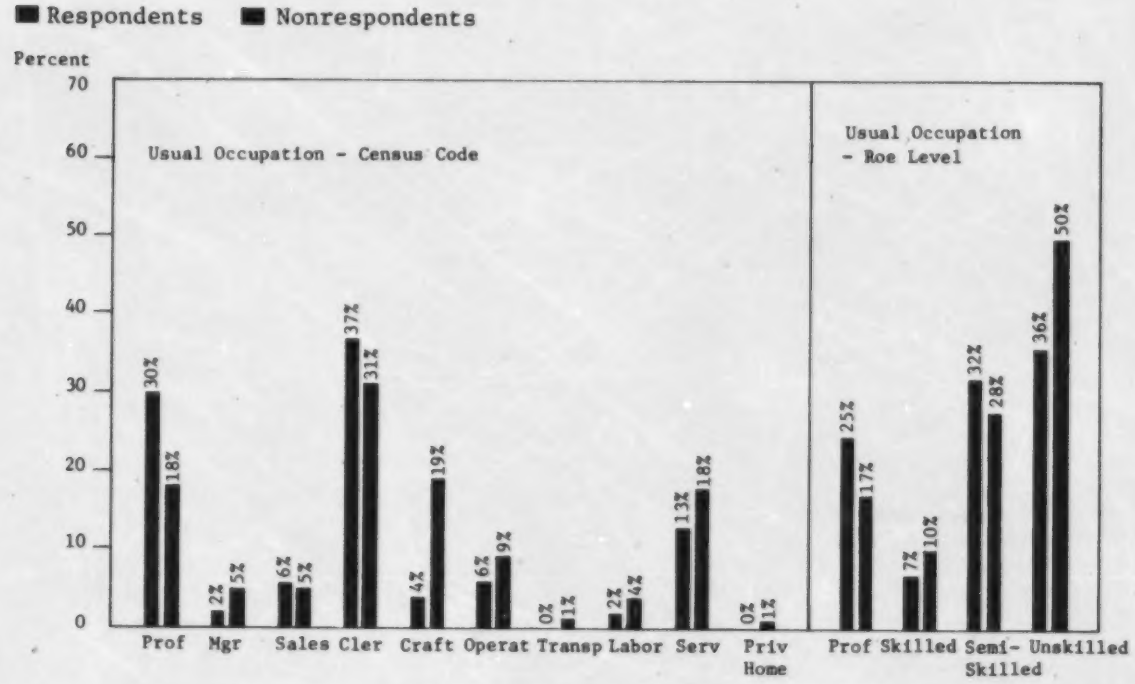
- More professional.
- Out of the work force longer.
- More experienced in terms of total years worked.

These differences, however, were relatively minor, as shown in Table B.2.

CEP used three different systems for classifying former clients' "usual" occupations. We selected two of these systems for purposes of analysis: The United States Department of Commerce Classified Index of Occupations (Census Code) and the Roe Classification of Occupations (Roe Field and Roe Level). (See pages 54-55 for a description of these two systems.)

According to the Census Code Classification of former clients' "usual" occupations, 30 percent of the respondents fell into the professional grouping, compared to 18 percent of the nonrespondents. That the respondents as a group were more likely to have held more skilled and professional jobs was also reflected by the Roe Level Classification; more nonrespondents (50 percent) than respondents (36 percent) fell into the unskilled group (Level 4). However, when classified according to Roe Field, there was no differences between respondents and nonrespondents except in the General Culture group (made up of such occupations as architect, teacher, librarian, editor, and disc jockey); 19 percent of the respondents fell into this group compared to

Table B.2. Work History of Respondents and Nonrespondents



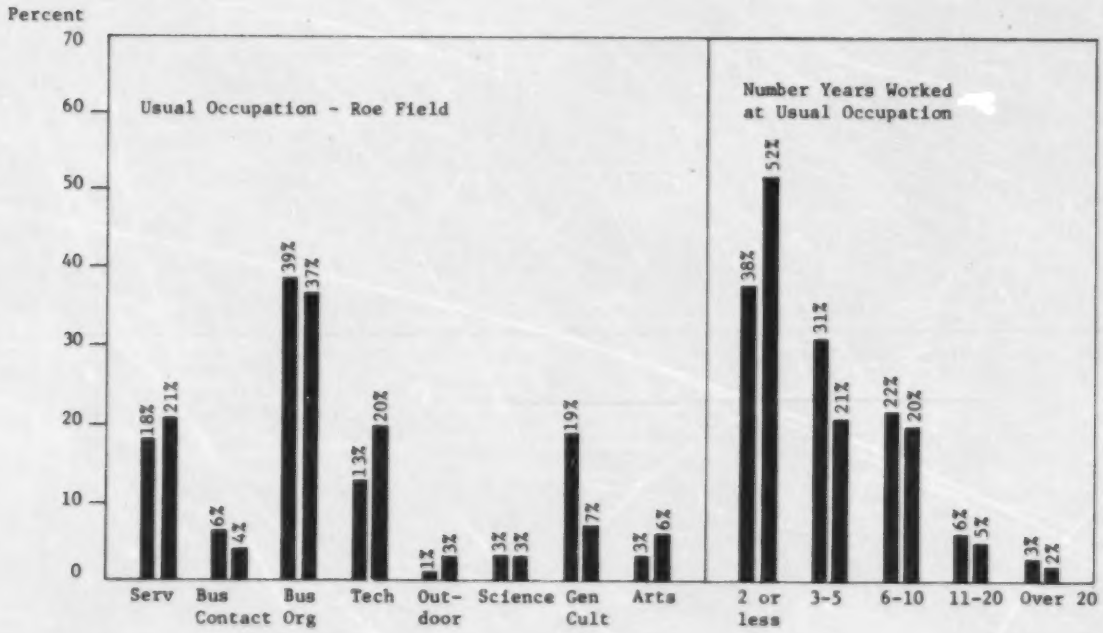
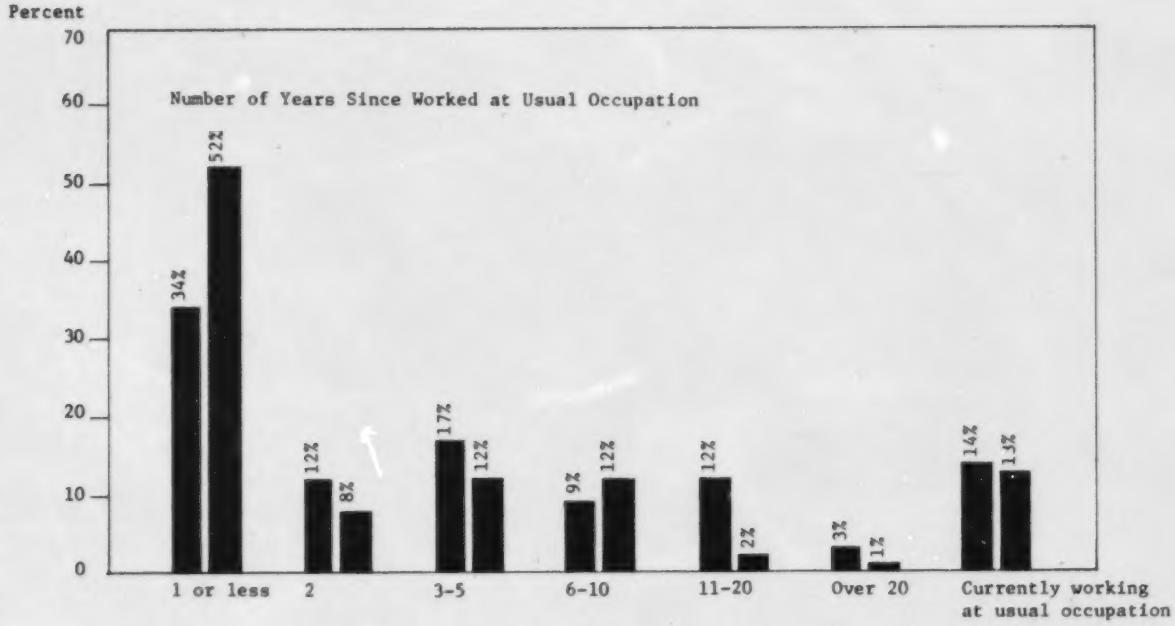
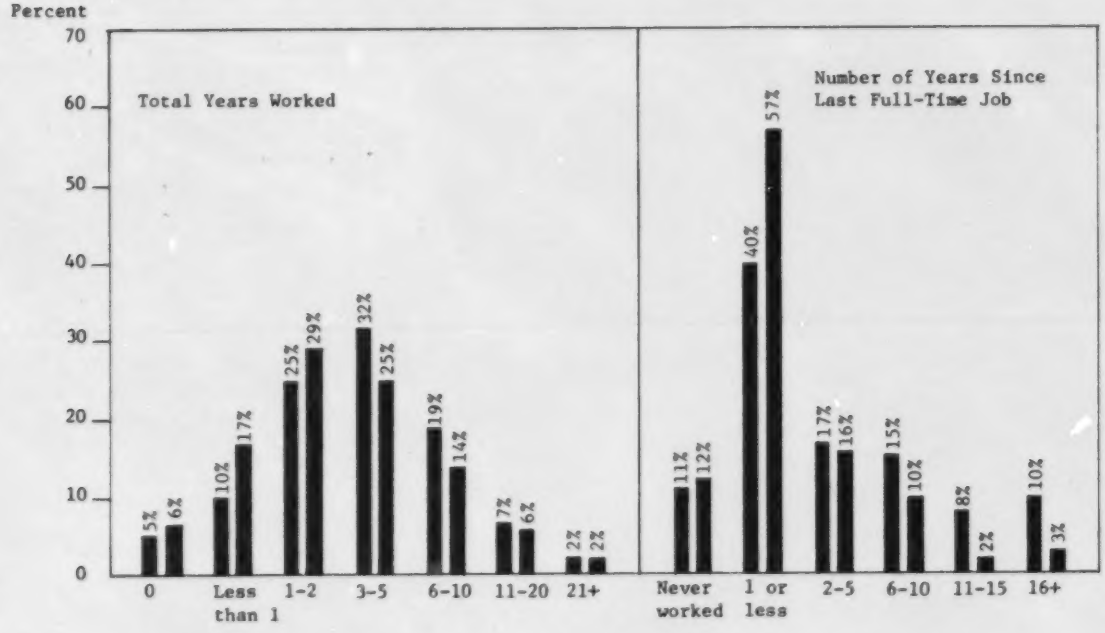


Table B.2. Continued





Note: Percentages do not always total 100 percent because of rounding to the nearest whole number.

7 percent of the nonrespondents.

Thirty-eight percent of the respondents had worked at their "usual" occupation for two years or less, compared to 52 percent of the nonrespondents. Only 44 percent of the respondents were either still working at their "usual" occupation or had worked at it within the last year, compared to 65 percent of nonrespondents. Respondents had worked, in total, a greater number of years than had nonrespondents; 44 percent of respondents had worked two years or less, and 52 percent of nonrespondents had worked for the same period of time.

CEP Experience of Respondents and Nonrespondents

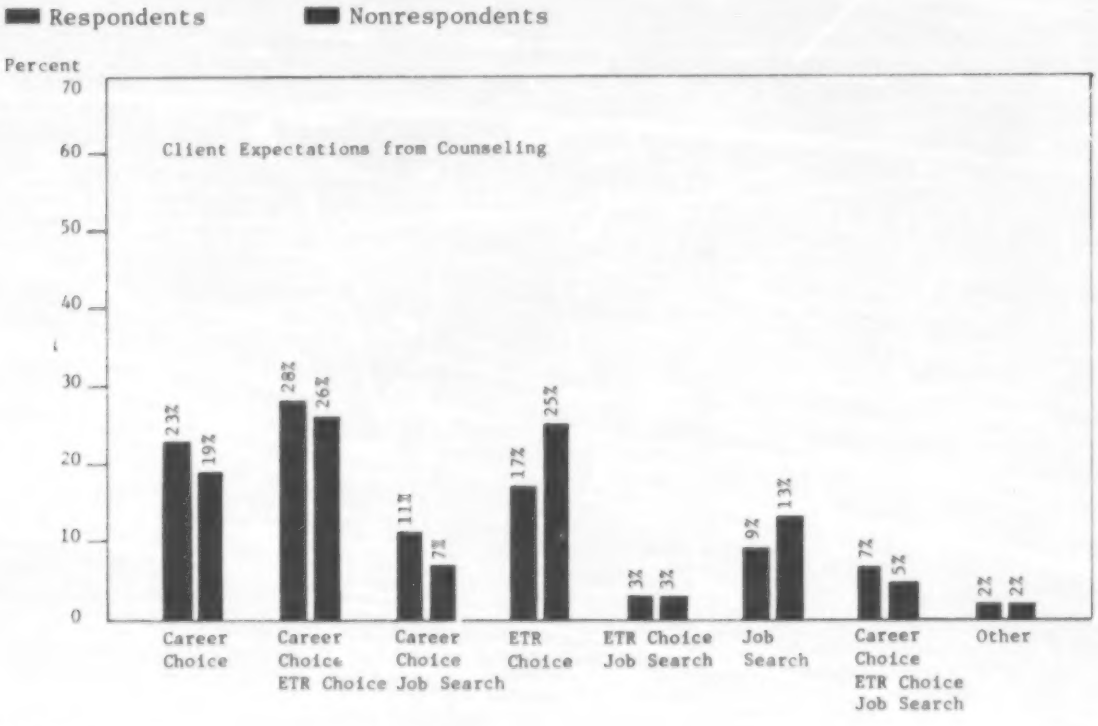
Comparisons were made between the two groups according to their reasons for calling CEP and the total number of interviews they had had with counselors. There were no notable differences between respondents and nonrespondents in terms of expectations and goals held when first contacting the project. However, in terms of the total number of interviews held with a counselor, the respondent group as a whole had more individual interviews with the project than did the nonrespondent group. (See Table B.3.) Thirty percent of the respondents had engaged in only one or two interviews, whereas more than half, 52 percent, of the nonrespondents had done so. While 26 percent of the respondents stated that they had had six or more interviews with CEP counselors, only 14 percent of the nonrespondents made the same statement.

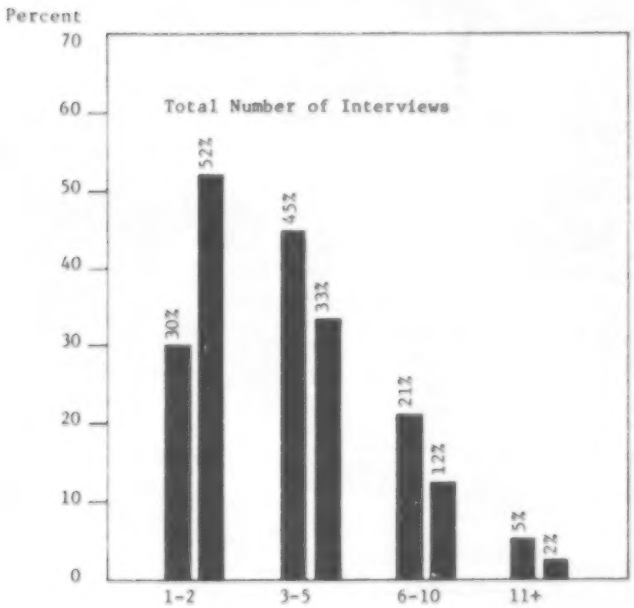
RESPONDENTS AND SELECTED NONRESPONDENT SUBGROUPS

As indicated earlier, we are discussing differences within the nonrespondent group only if they exist to any significant degree. There are some special characteristics of two of the nonrespondent subgroups, Nonparticipants (self-declared) and No Response, that are noteworthy.

The striking characteristic of the Nonparticipant group (those 21 former clients of the project who told our interviewers that they had not participated in CEP) was that almost half of these former clients were male (48 percent). As described earlier, only one-fifth of the respondent group was male. The Nonparticipant group also differed from both the respondent group and all the other nonrespondent subgroups in that only 14 percent of these former clients had completed any education beyond the twelfth grade level.

Table B.3. CEP Experience of Respondents and Nonrespondents





Note: Percentages do not always total 100 percent because of rounding to the nearest whole number.

Almost half of the respondents (45 percent) and approximately one-fourth of the former clients in the other nonrespondent subgroups (ranging from 24 percent to 28 percent) had completed some postsecondary schooling. In addition, it is perhaps important to note that over half (52 percent) of the Nonparticipants had only one interview with a counselor and only 15 percent had more than three interviews. Since a very small percentage of the respondents (11 percent) had only one interview (50 percent had more than three counseling interviews), it seems logical that the Nonparticipants would be those on whom the project had made very little impression.

A number of the differences described earlier between the respondent and nonrespondent groups became much more pronounced when comparing the respondent group and the No Response subgroup of nonrespondents. As shown in Table B.4, those 246 former clients who fell within the No Response category tended to be younger, poorer, more occupationally unskilled, and more likely to be black than the respondents or any of the other nonrespondents. It follows that the former clients in the No Response category who were younger and more mobile would be those most inaccessible for a follow-up study of this sort.

Table B.4. Characteristics of Respondents and Nonrespondent Subgroups

		Nonrespondents	
	Respondents	Refusals Minimum Participants Nonparticipants	No Response
16-24 years of age.	29%	31%	57%
Income less than $5,000	24	31	42
Unskilled "usual" occupation (Roe Level). . . .	36	34	56
Black	3	4	8

Note: Percentages have been rounded to the nearest whole number.

IMPLICATIONS OF RESPONDENT AND NONRESPONDENT DIFFERENCES

Because 764 clients (66 percent of the total) were randomly selected from the 1,157 former clients entering and leaving the project from April 1, 1974 to March 31, 1975 for interviews in the follow-up study, we can assume that this large sample typifies the larger group of former clients. Our concern was that of the 764 former clients selected, the 400 who were actually interviewed may have differed from the 364 former clients who to a large extent (68 percent) were unavailable or impossible to contact and to some extent (32 percent) refused to cooperate in the study. If our sample of 400 was not typical of the 764 total, biases would necessarily be introduced into the data, and the data would have to be interpreted with these biases in mind. Of course, we had every reason to believe from the start that, as is the case in most research studies of this sort, differences would appear between the two groups.

As can be seen from the examination of key variables, the respondent and nonrespondent groups do differ. Our respondents are by and large 400 former clients of the project who can be characterized as more predominantly female and white, better educated, more likely to be married, and with a higher family income than the 364 former clients who were classified as nonrespondents. It follows from a review of the personal characteristics of the respondent group that these former clients would be more likely to have held professional jobs and would have worked for a longer period of time than the nonrespondents; these assumptions were borne out by the data. The data also showed that our 400 respondents were those former clients who had more experience with CEP.